

**KENTUCKY DEPARTMENT OF  
21<sup>st</sup> Century Community Learning Centers  
Submission Deadline: November 17, 2016 4:00 EST**

**Check application type - Must be indicated in order for application to be reviewed**

- ☐ **New Applicant (\$150,000)**
- ☒ **Continuation Applicant (\$100,000)**
- ☐ **Expansion Applicant (\$100,000)**

**Site to be served by grant (2 sites maximum). If more than one site, each must meet all RFA requirements:**

- 1) Whitley County Intermediate School      **DISTRICT DUNS # 070809066**
- 2) Whitley Central Primary School

<b>Fiscal Agent</b> Whitley County Board of Education	<b>Co-Applicant</b> Whitley County Extension Agency
<b>Mailing Address (street, city zip code)</b> 300 Main Street Williamsburg, KY 40769	<b>Mailing Address (street, city zip code)</b> 965 South Hwy 25W Suite 34 Williamsburg, KY 40769
<b>Superintendent/Chief Executive Officer</b> <b>Typed Name:</b> Scott L. Paul	<b>Superintendent/Chief Executive Officer</b> <b>Typed Name:</b> Garrard Coffey
<b>Project Contact</b> Paula D. Rickett	
<b>Agency</b> Whitley County Board of Education	<b>Telephone No.</b> (606) 549-7000
<b>Fax No.</b> (606) 549-7889	<b>Email</b> Paula.rickett@whitley.kyschools.us

As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other public and private organizations. I/We further confirm: (1) the information in this application is correct and complete; (2) failure to comply with all requirements and assurances, as listed in the RFA, will negatively impact funding and/or eligibility to apply for future grant opportunities; and (3) 21<sup>st</sup> Century Community Learning Centers will operate in accordance with current federal laws and regulations and the provisions of this application as approved.

**Fiscal Agent: Superintendent/Chief Executive Officer**

**Date**

Scott L. Paul

11-11-16

**Co-Applicant: Superintendent/Chief Executive Officer**

**Date**

[Signature]

11-11-16

**Notary Public**

**My commission expires:**

Brenda S. Helton (Rose)

7-22-18 (Notary Seal)

## **Assurances Requirements for Applicant and Co-Applicant**

1. The applicant assures it afforded reasonable opportunity for public comment on the application before the program application was submitted and has considered such comments.
2. The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the special needs of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA) page 6 in Section 427  
<http://www.ed.gov/policy/elsec/leg/esea02/index.html>)
3. The applicant must have a Data Universal Numbering System (DUNS) number.
4. Administer the 21<sup>st</sup> Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans and applications.
5. Adopt and use proper methods of administering 21<sup>st</sup> CCLC, including: the enforcement of any obligations imposed by law; the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law or other state and federal requirements in the administration of such programs.
6. Cooperate in carrying out any evaluation of 21<sup>st</sup> CCLC conducted by or for the Kentucky Department of Education (KDE), the US Secretary of Education or other Federal officials.
7. Permit & mandate appropriate program staff to attend the required trainings specified in the Request for Application and has budgeted funds for such participation each budget year of the grant.
8. Use such fiscal control and fund accounting procedures so as to ensure proper disbursement of funds and reporting procedures consistent with KDE accounting practices.
9. Submit copies of annual external audit as required by KDE if the applicant is a CBO or FBO.
10. Make reports to the KDE and the US Secretary of Education as may be necessary, to enable such agency and the US Secretary of Education to perform their duties and maintain such records, provide such information and afford access to the records as the KDE and the Secretary may find necessary to carry out their responsibilities.

11. Comply with the following to receive funding in the fourth and fifth years of the grant cycle:
  - Ability to demonstrate substantial progress has been made toward meeting the stated goals and objectives, in measurable terms, as stated in the original grant application within the first three years;
  - Maintain the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth year;
  - Maintain the scope of the original level of programs and service to the same number of students at reduced grant allocation in the fifth year or beyond. (The minimum grant award during any one year will be \$95,000); and
  - Provide documentation of completed federal and state report as required.
12. Comply with provisions of Title IX of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, 82 and 85, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200.
13. Comply with the following acts of Congress:
  - a. Single Audit Act of 1984
  - b. Civil Rights Act of 1964
  - c. Gun-Free Schools Act of 1994
  - d. Americans with Disabilities Act 1990
  - e. Pro-Children's Act of 1994
14. Comply with the Stevens Amendment.
15. Comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).
16. Not utilize any federal funds to lobby Congress or any federal agency.
17. Abide by and remain current on collection of and reporting of data.
18. Abide by and remain current on rules and regulations governing allowable and unallowable uses of funds.
19. **The school district, as fiscal agent or co-applicant, agrees to provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection.** (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).

20. If a non-governmental agency (CBO or FBO) serves as the fiscal agent, the school district/school must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection. (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).
21. Meet the minimum number of hours and days as required under program operations.
22. Begin program no later than three weeks after school starts and end no sooner than two weeks prior to school ending.
23. Provide dedicated space in the school(s) served for site coordinator to use daily for program duties and provide dedicated program space in the school(s) served during approved program hours of operation during both the academic school year and summer months. Programming space shall be sufficient in size for the number of students to be served and appropriate for the approved activities.
24. A minimum of two certified teachers must serve in the program a minimum of 8 hours each per week per teacher or a combination of certified teachers may be used to meet the 16 hours required weekly.
25. Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21<sup>st</sup> CCLC funds may not pay for snacks or meals. Other funding sources or donations must be secured to provide for the program.
26. Immediately notify KDE of a change of director, site coordinator, or data entry personnel.
27. Allow site coordinators and directors access to 21<sup>st</sup> Century guidelines and required KDE trainings.
28. Uphold the parameters of the agreement with the Co-Applicant as outlined in the original application for the duration of the grant cycle.
29. Provide comparable opportunities for the participation of both public and private school students served by the award.

**30. ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS** - The grantee agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Kentucky Department of Education may withhold funds otherwise due to the grantee from this grant program until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on any noncompliance, misappropriation of funds, monitoring finding, audit finding or pending final report. **Grantees failing to meet one or more of the grant requirements will be subject to an "Out of Compliance" and "High Risk" status. Grantees who significantly fail to comply with any term of the grant will be considered "High Risk." Once a grantee enters the "High Risk" status, it may become necessary to hold funds until any critical issues become resolved. A "High Risk" grantee will have four months to become compliant. Failure to become compliant past the timeline of four months will initiate the termination process.**

31. The Kentucky Department of Education, by written notice, may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of "High Risk" non-performance/non-compliance include, but are not limited to, the failure to:

- A. Provide a high quality program with evidence of academic progress;
- B. Implement the program as described in the application;
- C. Serve number of regular attendee students as stated in the application;
- D. Meet the minimum hours of operations (hrs/days/weeks/summer)
- E. Adhere to assigned assurances;
- F. Submit required reports and documentation in a timely manner;
- G. Use funds in a responsible and appropriate manner;
- H. Resolve a non-compliance audit/monitoring finding;
- I. Submit required data within the given timeframe;
- J. Implement a required Corrective Action Plan

**32. ASSURANCE REGARDING CONTINUATION OF FUNDING** - Pending adherence to state and federal guidelines of the grant, continued federal appropriations and improved academic performance of students, applicants will receive continuation funding for grant years four and five. During year three, KDE will review programs to determine eligibility for an additional two years of funding. If continued, in years four and five, programs must maintain the original level of programs and services to the same number of students. **The applicant understands that termination of the grant due to non-compliance, or if applicant withdraws mid-cycle from a successfully funded grant, the applicant will be ineligible to re-apply for a future grant to serve the identified school(s) for the remainder of years in the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may re-apply as a continuation applicant but will be ineligible for any priority points awarded to continuation applicants.**

33. Uphold these assurances regardless of change of individual's serving in the role or capacity of representative signing the application.

### Assurances Signature Page

As an official representative of the Fiscal Agent, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

**Fiscal Agent Signature and Title**

**Date**

Scott Z. Pal, SUPERINTENDENT

11-11-16

As an official representative of the Co-Applicant, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

**Co-Applicant Signature and Title**

**Date**

[Signature]

11-11-16

As an official representative of the School, I certify that I have read this application and all assurances. By signing below I approve of this application, on behalf of the school, will ensure the school adheres to all assurances and pledge my support:

**School Principal (school being served)**

**Date**

Brenda Anderson

11-11-16

**School Principal (if more than one school being served)**

**Date**

Susan Brashers

11-11-16

## Table of Contents

Cover Sheet	i
Assurance Documents	ii
Project Summary	vii
Proposal Narrative	1
<b>Part 1: Need</b>	
1.1 Establishes a compelling need for programs and services based on multiple sources of data.	1
1.2 Describes participants to be served by the project.	5
1.3 Describes how the proposed 21 <sup>st</sup> CCLC program will address and remedy the risk factors for each targeted population.	6
1.4 Establishes a clear link between the identified needs and expected outcomes.	7
1.5 If the fiscal agent is not a school district, describes the role of school personnel in the process of determining need.	8
<b>Part 2: Quality of Plan</b>	
2.1 Sets clearly developed and measurable goals, objectives, and outcomes aligned to the goals of the KDE 21 <sup>st</sup> CCLC program goals, but not limited to.	8
2.2 Explains how the activities and services support the program's goals, objectives, and outcomes for the academic and non-cognitive success of participating students and participation levels of families.	9
2.3 Describes connections between program offerings and the Kentucky Academic Standards in math, language arts, science and other core content areas.	10
2.4 Describes how the program will improve K-3 reading proficiency	11
2.5 Describes how the activities and services meet the "Principles of Effectiveness."	11
2.6 Describes the process to be used for linking program activities and curriculum to school day learning.	12
2.7 Describes the plan for communicating with school day teachers to monitor student needs and progress on a daily basis.	12
2.8 Clearly connects proposed programs and services to the identified needs of students and families.	13
2.9 Describes how the program will increase CCR awareness and the activities will support a college/career-ready culture and/or increase state benchmarks for readiness among participating students, depending on age of students in the program.	13
2.10 Describes how program staff will be recruited, retained and included in professional development at the school/district level and provides a definite timeline for professional development.	14
<b>Part 3: Project Design</b>	
3.1 Describes experience with implementing an afterschool/out-of-school time program.	16
3.2 Describes the extent to which programs and services will be provided for students.	16
3.3 Provides definite timelines for implementing these services.	17
3.4 Describes the process of identifying students to be served and prioritizing enrollment.	18
3.5 Describes the method for including students who are enrolled in private	18

schools.	
3.6 Describes the safety and accessibility of the program site.	19
3.7 Provides timelines for practicing emergency drills in the afterschool program.	19
3.8 Describes, in detail, the facility in which the program will be provided annually.	19
3.9 Describes how the program will address transportation.	20
<b>Part 4: Collaboration and Partnership</b>	
4.1 Demonstrates coordination with existing federal, state, and local programs and describes the role of the partners in developing the plan and overseeing the implementation/review of the progress.	20
4.2 Describes a minimum of six meaningful skill building activities for parents and families of participating students to occur throughout the year.	21
4.3 Demonstrates that a diversity of perspectives is represented in the development and implementation of the program.	21
4.4 Demonstrates ongoing support and collaboration between the applicant and its identified partners in implementing the program.	21
4.5 Demonstrates project partners have a plan for continuing the program beyond grant funding.	22
4.6 Demonstrates plan for convening an Advisory Council and securing partners.	23
4.7 Describes the plan for collaborating and communicating with families about individual student needs and progress.	23
4.8 Describes the process for disseminating information about the program to the community in a manner that is understandable and accessible, including hours of operation, any associated fees (free for those that cannot pay), academic services provided, enrichments offered, educational opportunities for parents and families and contact information.	24
4.9 Signed Co-Applicant Agreement Letter attached	24
4.10 Minimum of five signed Partner Agreement Letters attached	24
<b>Part 5: Program Evaluation</b>	
5.1 Has clearly established methods for measuring the goals, objectives, and outcomes for: <ul style="list-style-type: none"> <li>Increasing academic achievement of regularly participating students.</li> <li>Improving non-cognitive indicators of success in regularly participating students.</li> <li>Increasing the number of students attending the program 30 days or more during the academic year.</li> <li>Increasing success to high-quality programming.</li> <li>Increase access to college/career activities for middle and high school students.</li> <li>Increasing educational opportunities for parents and families that support academic achievement.</li> </ul>	24
5.2 Uses a variety of data sources (informal and formal) to monitor and document ongoing program impact on individual student academic achievement and non-cognitive success.	24
5.3 Describes how data will be used for whole-program improvement.	25
5.4 Addresses what to do if adequate student progress is not made based on the mid-year measure.	26



5.5 Identifies a lead person and system for collection of required data that supports evaluation of student progress, program implementation and to ensure compliance with data reporting.	27
<b>Part 6: Budget</b>	
6.1 Reasonably reflects the cost of the proposed activities in relation to the number of students served.	27
6.2 Describes the process for maintaining separate accounting of funds for 21 <sup>st</sup> Century dollars and for tracking time and effort of employees.	27
6.3 Demonstrates the applicant's administrative capacity to successfully manage a grant program and lists fiscal resources the agency has or can access to cover initial startup and operating costs or as may be necessary for program operation.	28
6.4 Includes a detailed budget narrative that itemizes the specific uses of funds.	28
6.5 Allocates sufficient fiscal resources and other funds needed to support implementation of the plan with a commitment to sustained use over time and ensures compliance with requirements for supplanting.	28
<b>Part 7: Priorities</b>	
Absolute Priority	28
1. Competitive Priorities – Priority Schools	
2. Competitive Priorities – Focus Schools	
3. Additional Competitive Priorities – Continuation Grants	
Bibliography	29
<b>Budget Summary and Narrative</b>	
Budget Summary	30
Detailed Budget Narrative Year 1	31
Detailed Budget Narrative Year 2	34
Detailed Budget Narrative Year 3	37
<b>Attachments</b>	
List of consortium members or partners	40
Job description of key personnel	41
Equitable access and participation plan	42
Signed Certifications Regarding Lobbying, Debarment, Suspension and Drug-Free Workplace Requirement Form	43
Completed Prior Grantee History/Capacity Form	45
APlus data Summary Report/Center Profile	46
Program Summary and Abstract	50
Site Summary and Abstract	52
Co-Applicant/Partner Agreements	56

## 21<sup>st</sup> CCLC Project Summary

### List Program Goals:

- Goal 1: Increase the academic achievement of regularly participating students
- Goal 2: Improve non-cognitive indicators of success in regularly participating students
- Goal 3: Increase the number of students attending the program 30 days or more during the academic year
- Goal 4: Increase access to high quality programming
- Goal 5: Increase access to college/career preparation activities
- Goal 6: Increase educational opportunities for parents and families that support academic achievement

### List Program Objectives:

- 1-To increase by 10% the number of students who demonstrate proficiency in reading, math, and writing by 2022
- 2-To increase by 15% the number of students who are on track for on-time promotion and/or graduation by 2022
- 3-To increase by 20% the number of students attending the program 30 days or more during the academic year by 2022
- 4-To increase by 5% the total number of students engaged in high quality programming consisting of homework help/tutoring, academic, and enrichment activities by 2022
- 5-To increase by 15% the number of students participating in activities focused on college and career preparation by 2022
- 6-To increase by 20% the number of parents and families engaged in educational opportunities that support academic achievement by 2022

**Describe the participants to be served by the program:** All students in grades kindergarten through 6<sup>th</sup> grade (941 students) will be eligible to participate in the Cardinal Club 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) comprised of students in grades K-2 at Whitley County Central Primary (WCCP) and grades 3-6 at Whitley Central Intermediate School (WCIS) and their families. The program will serve 442 students (approximately 47% of eligible students) with a minimum of 100 regular attendees. WCCP serves as a feeder school for WCIS. Students come from mostly Caucasian, low-income families with 100% of students qualifying for free and reduced priced meals (2015-16 Qualifying Data Report). Cardinal Club will target students who are struggling academically and who are at risk for failure. Additionally, all students who are scoring at novice and apprentice (below proficiency) in reading, math, and writing will be targeted. Our schools have less than 3% diversity; thus the program will serve a limited number of minorities. Parents and families of all students will be invited to engage in educational opportunities that support academic achievement. Parents who do not possess a high school diploma or its equivalent will be targeted to enroll in adult education classes.

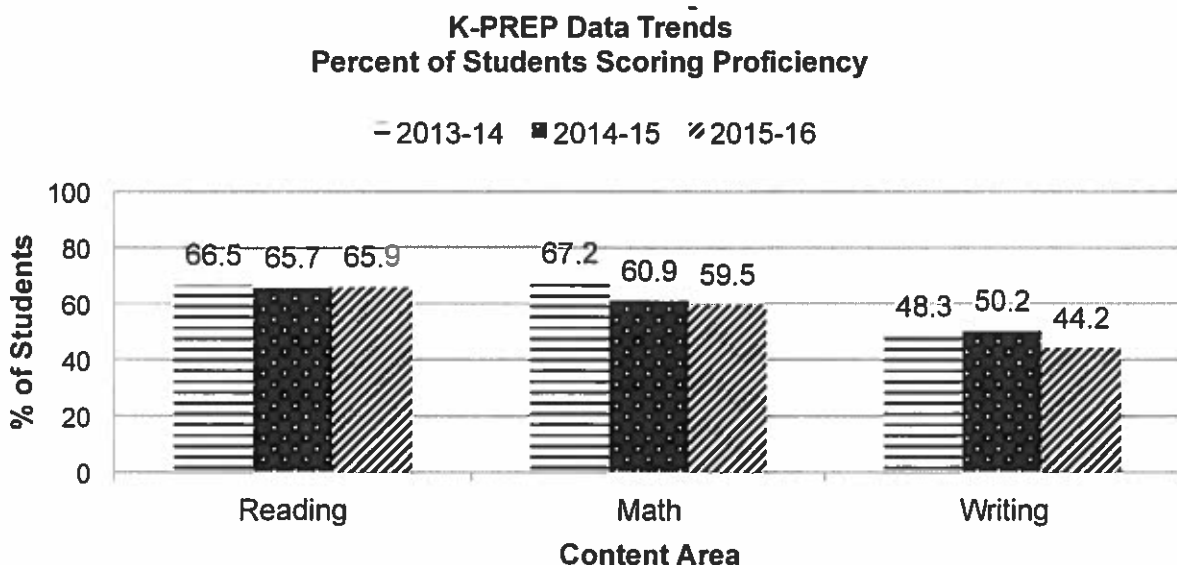
Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
Increase by 10% the number of students who demonstrate proficiency in reading, math, and writing by 2022	Study Island BrainPop Reading Eggs IXL KSIS: Reading and Math Interventions Kentucky Academic Standards Co-applicant and community partnerships	<ul style="list-style-type: none"> <li>Tutoring and Homework Help to improve student mastery of standards</li> <li>Online instructional/assessment programs designed to address individual needs will be used to extend instruction provided during the regular school day</li> <li>Extended library and computer lab hours</li> <li>Summer and school year academic programming</li> <li>Real life experiences in collaboration with community partners and field trips</li> </ul>	Regularly participating students  All Students	KDE School Report Card Student Grades MAP Reports IOWA Assessment Reports	The percentage of increase in the number of students who demonstrate proficiency in reading, math, and writing

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
To increase by 15% the number of students who are on track for on-time promotion and/or graduation by 2022	Career Cruising Persistence to Graduation Tool Co-applicant and community partnerships	<ul style="list-style-type: none"> <li>ILP Completion</li> <li>Growth and development skills embedded in all clubs</li> <li>Provide targeted interventions to support root causes</li> </ul>	At-Risk Students	Persistence to Graduation Report	The percentage of increase in the number of students who are on track for on-time promotion and/or graduation
To increase by 20% the number of students attending the program 30 days or more during the academic year by 2022	Interest Survey Co-applicant and community partnerships Teachers School Administration	<ul style="list-style-type: none"> <li>Student interest surveys will determine club offerings</li> <li>Referrals for at-risk students</li> </ul>	All Students At-risk students	CEEP Center Profile	The percentage of increase in the number of students attending the program 30 days or more during the academic year
To increase by 5% the total number of students engaged in high quality programming through homework help/tutoring, academic, and enrichment activities by 2022	Co-applicant and community partnerships Teachers School Administration	<ul style="list-style-type: none"> <li>Student interest surveys to determine club offerings</li> <li>Collaborate with partners to offer high quality programming</li> </ul>	All Students	Cardinal Club Enrollment Forms CEEP Center Profile	The percentage of increase in the total number of students engaged in homework help/tutoring, academic, and enrichment activities through Cardinal Club
To increase by 15% the number of students participating in activities focused on college and career preparation by 2022	Co-applicant and community partnerships Teachers School Administration	<ul style="list-style-type: none"> <li>Career focused clubs</li> <li>College and career experiences in collaboration with co-applicant and community partnerships</li> <li>Guest speakers and field trips</li> </ul>	All Students	Cardinal Club Attendance Reports ILP Reports	The percentage of increase of the number of students participating in activities focused on college and career preparation
To increase by 20% the number of parents and families engaged in educational opportunities that support academic achievement by 2022	Parent Surveys Co-applicant and community partnerships Teachers School Administration	<ul style="list-style-type: none"> <li>Family engagement activities and skill-building events</li> <li>Family reading and math nights</li> <li>Coordinate adult education services with Whitley County Adult Education</li> </ul>	Parents and Families	Family Activity Logs from Parents as Volunteer Educators (PAVE), Parent Teacher Organization (PTO), and Title 1 Family Engagement	The percentage of increase in the number of parents and families engaged in educational opportunities that support academic achievement

## Part One: Need

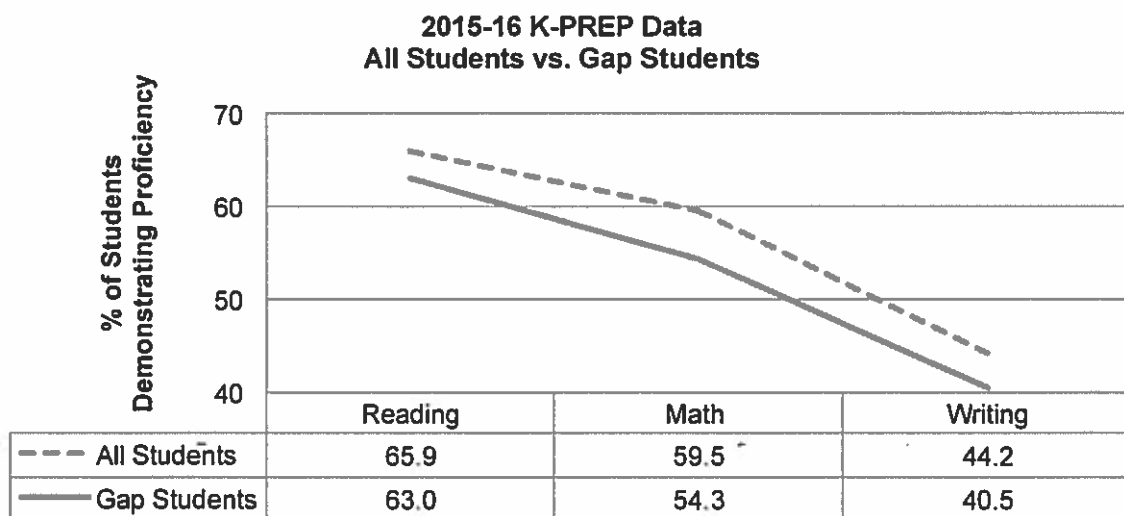
1.1 Whitley County Central Primary and Whitley Central Intermediate are both located in Whitley County and collectively serve 941 students in kindergarten through sixth grade. Cardinal Club functioned as a joint 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) to accelerate student learning through supplemental instruction for students and support services for parents to enhance their role in their children's education. Significant needs continue to exist with academic achievement, non-cognitive indicators such as student growth and development and attendance, and parental involvement.

Overall student achievement indicates a substantial need in the core academic areas as evidenced by recent data. Data trends indicate that little improvement exists in each content area and large portions of students are not reaching proficiency in reading, math, and writing. In fact, each content area decreased the percent of students scoring proficiency with the largest decrease of 7.7% in math. The chart below illustrates the K-PREP scores (our state accountability testing) for students in third grade through sixth grade:



K-PREP reports student growth for reading and math only. Our student growth percentile data also indicates that only 65.0% of students are making typical growth in reading and 68.1% are making typical growth in math. Categorical growth data, which sums the number of students moving from one performance level to a higher level and the number of students remaining at proficient and distinguished, reveals that 26.8% of students in reading and 31.9% of students in math are not showing growth.

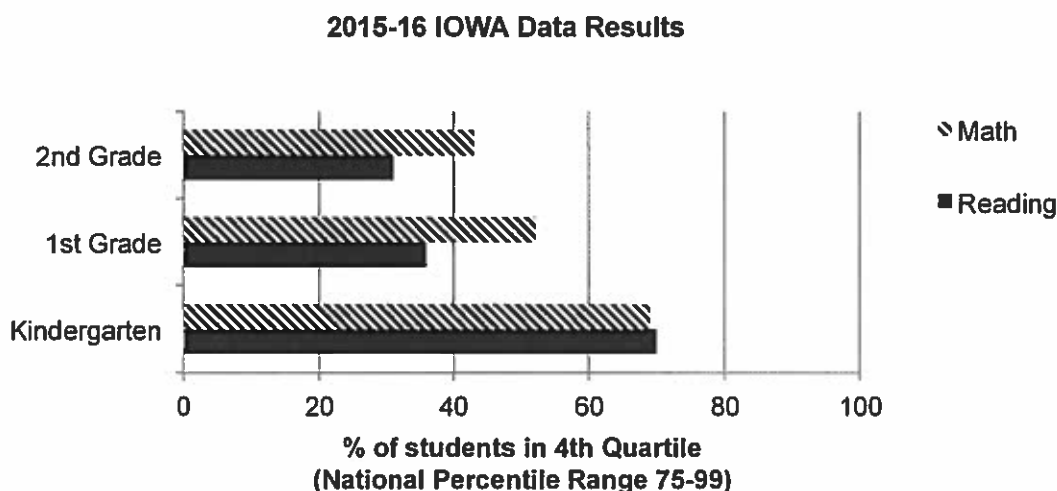
Another area of concern is the academic achievement of the non-duplicated gap students (in grades 3-6), which includes free and reduced lunch students and students with disabilities. Gap students are scoring below the other students in the core academic areas of reading, math, and writing. This indicates a considerable need for additional academic assistance and extended learning for our gap students.



All students in kindergarten through second grade are assessed on the Iowa Assessment in the spring of each year. The chart below indicates the percent of students in each grade scoring below the 50<sup>th</sup> percentile:

2015-16 Iowa Assessment Results % of Students Scoring BELOW the 50 <sup>th</sup> Percentile		
	ELA	Math
Kindergarten	9%	15%
1 <sup>st</sup> Grade	41%	31%
2 <sup>nd</sup> Grade	39%	38%

According to this data, a large percentage of first and second grade students are showing difficulty in English/language arts and math. Further data analysis of the percentage of students scoring in the fourth quartile (National Percentile Range of 75-99) confirms a need exists in increasing reading and math scores. The chart below demonstrates that only a small percent of students are scoring in the highest range (fourth quartile) in reading and math; therefore, demonstrating a need for additional learning opportunities through extended programming.



Measures of Academic Progress (MAP) is a research-based, computerized adaptive assessment used to track progress and growth in reading and math for all students. Fall MAP data indicates the need for supplemental learning and academic assistance in the areas of reading and math. The chart below illustrates the large percent of students who are falling behind grade level norms:

2016 Fall MAP Data Tracking Progress Percent of Students Scoring BELOW Grade Level Norms		
Grade Level	Reading	Math
Kindergarten	42%	70%
1 <sup>st</sup> Grade	74%	78%
2 <sup>nd</sup> Grade	58%	57%
3 <sup>rd</sup> Grade	64%	68%
4 <sup>th</sup> Grade	58%	68%
5 <sup>th</sup> Grade	47%	53%
6 <sup>th</sup> Grade	29%	51%

In addition to a focus on academic achievement, a need exists to support growth and development of our students and improve attendance. According the Persistence to Graduation report, 47.3% of all students are not on track for on-time promotion and/or graduation. This tool assigns risk values based on demographics, attendance, behavior, and performance (percent of failing term grades). A need exists in providing these students with the necessary and appropriate supports and interventions to ensure students will be on-track to be promoted to the next grade level and looking toward the future, enabling students to graduate on-time. Additionally, 0% of our sixth grade students have completed their Individual Learning Plan (ILP) while 87% are in progress. The ILP allows students to begin exploring careers; find careers that match skills and interests; create educational plans; track and reflect community and work experiences; and explore college and postsecondary opportunities. The Kentucky Department of Education requires completion of the ILP and our school realizes the importance of utilizing this tool to allow students to begin preparing for their future.

Our average school attendance rate is 94.7%, which is slightly higher than the state average. While Cardinal Club attendance data shows that 52% of students are attending, only 15% of students are attending for 30 days or more. Engaging activities through Cardinal Club will help our students develop social skills, allow our students-an outlet for self-expression and creativity, build confidence and self-esteem, and cultivate ambition. These activities will target students' interests and will contribute to regular student participation through smaller, personalized study groups, enriching activities, and field trips.

Subsequently, low parental involvement is a discernible concern. Both schools are located in a high poverty community in which the median household income is \$32,255, far below Kentucky's median household income of \$43,342. In the county, 24.1% of the population lives below the poverty line, which is significantly higher than

Kentucky's average of 18.9% and the national average of 13.5%. 74.6% of the population are high school graduates (includes equivalency) which indicates that some parents are likely to struggle with assisting their children with their homework. Based on the School Report Card, 87% of parents attended at least one parent teacher conference in 2015-16. This data indicates that parents are genuinely concerned about their child's education; however, parent signature sheets indicate only 14% of parents attend family involvement activities. A need exists in engaging parents in family and skill-building activities in collaboration with our adult education center and family resource center. These partners will assist in providing skill-building activities to help in alleviating barriers that parents have in helping their child with their homework. Research synthesized from Southwest Educational Development Laboratory found that "students with involved parents, no matter their income or background, are more likely to:"

- Earn higher grades and test scores and enroll in higher-level programs
- Be promoted, pass their classes and earn credits
- Attend school regularly
- Have better social skills, show improved behavior and adapt well to school
- Graduate and go on to post-secondary education

"Programs and interventions that engage families in supporting their children's learning at home are linked to higher achievement" (Dervaitcs, C. & O'Brien, E., 2011).

**1.2** All students in kindergarten through sixth grade are eligible to participate in the Cardinal Club program. The program plans to serve approximately 442 students of the 941 students enrolled (approximately 47%) with a minimum of 100 students recognized as regular attendees. Cardinal Club targets students who are struggling academically and who are considered at-risk for failure; students who are scoring at novice and apprentice levels (below proficiency) in reading, math, and writing; and students who need support with growth and development. All parents are encouraged to participate in family engagement and skill-building events. We anticipate a 20% increase in



parents of participating students being involved in 21<sup>st</sup> CCLC family activities and events each year. Parents who do not possess a high school diploma or its equivalency are targeted to enroll in adult education classes, potentially increasing their income and providing them with the skills to provide homework assistance to their children. All parents are encouraged to participate in our Parents as Volunteer Educators (PAVE) program.

### 1.3 Several risk factors are evident among the targeted populations for this program.

One major factor practiced by high-performing, high-poverty schools is the targeted support for students within and outside the traditional school day. These schools constantly review data and identify students who need before, during, and after school small group and individual tutoring; self-paced interventions using technology; one-on-one academic advising and coaching; and homework support (Parrett, W. and Budge, K., 2016). Another major factor practiced by high-performing schools, which contributed to the high achievement of low-income students, is educating the whole child. The demands of the 21<sup>st</sup> Century require a whole child approach to learning, teaching, and community engagement. "If we fail to move beyond a narrow curriculum and accountability system, we will have failed to adequately prepare children for their future" (ASCD, *The Whole Child*, 2015). Cardinal Club will address the various risk factors for our target population and extend focus on these factors by providing a diverse range of services. The following chart describes the risk factors and the successful remedies used along with enhancements and the connection to performance measures:

<b>Risk Factor</b>	<b>Successful Remedies Used</b>	<b>Enhancements</b>	<b>Connection to Performance Measures</b>
Low Academic Achievement	Homework Help to support and extend classroom instruction; Data driven instruction; Research-based programs; Progress monitoring tools; College and career readiness focus through intervention	Use of Literacy Design Collaborative and Math Design Collaborative to enrich writing and math respectively; Use MAP learning continuum and next-generation student profile report to drive instruction and	<ul style="list-style-type: none"> <li>• Increase the number of students who demonstrate proficiency in reading, math, and writing</li> </ul>

	and enrichment; Intervention through technology programs; Summer academic/enrichment program; Extended library and computer lab hours	focus on individual deficient skills; Use of Study Island for intervention; Use Persistence to Graduation Tool to ensure students are on track for on-time promotion and graduation	
Minimal Student Growth and Development	ILP completion; Clubs and activities focused on growth and development	Collaborate with co-applicant for activities that focus on child development and leadership; Provide targeted interventions to support root causes	<ul style="list-style-type: none"> <li>• Increase the number of students who are on track for on-time promotion and/or graduation</li> <li>• Increase the number of students participating in activities focused on college and career preparation</li> </ul>
Low Attendance Rate	Enriching clubs and activities offered	Conduct surveys quarterly to determine student interest; Continue collaboration with partners to offer high quality programming	<ul style="list-style-type: none"> <li>• Increase the number of total students engaged in high quality programming</li> <li>• Increase the number of students attending the program 30 or more days during the academic year</li> </ul>
Low Parental Involvement	Family activities and events offered during evening hours; Parenting workshops in collaboration with family resource center; GED classes offered in collaboration with the adult education program	Increase communication among Cardinal Club teachers and parents through feedback and conversation; Focus on parent notification of workshops and events; Provide skill-building events for parents and families	<ul style="list-style-type: none"> <li>• Increase the number of parents and families engaged in educational opportunities that support academic achievement</li> </ul>

**1.4** Research shows a connection between academic achievement, attendance, and parental involvement (Castro, M. et al, 2015). The braiding of initiatives through the identified needs provides a common focus through our Cardinal Club in improving student outcomes and in enhancing sustainability. Our mission of Cardinal Club is addressing the outcomes together resulting in a more effective and more efficient learning center program. The chart below summarizes the clear link between the identified needs and the expected outcomes:

Need	Expected Outcomes
<b>Low academic achievement as evidenced by K-PREP proficiency rates, MAP scores, and the IOWA Assessment:</b> <ul style="list-style-type: none"> <li>• 34.2% of students scoring below proficiency in reading (K-PREP)</li> </ul>	1. Increased proficiency – Students will master Kentucky Academic Standards. Activities are designed to assist students in scoring at least proficient on the K-PREP assessment in reading and math (grades 3-6).

<ul style="list-style-type: none"> <li>• 40.5% of students scoring below proficiency in math (K-PREP)</li> <li>• 55.7% of students scoring below proficiency in writing (K-PREP)</li> <li>• 41% of 1<sup>st</sup> grade students and 31% of 2<sup>nd</sup> grade students are scoring below the 50<sup>th</sup> percentile in reading (IOWA)</li> <li>• 39% of 1<sup>st</sup> grade students and 38% of 2<sup>nd</sup> grade students are scoring below the 50<sup>th</sup> percentile in math (IOWA)</li> <li>• An average of 53% of students are scoring below grade level in reading (MAP)</li> <li>• An average of 64% of students are scoring below grade level in math (MAP)</li> </ul>	<ol style="list-style-type: none"> <li>2. Improved IOWA Assessment scores – K-2 students will improve their mastery of core standards and demonstrate proficiency in reading and math.</li> <li>3. Improved MAP scores – Students will demonstrate on or above grade level understanding in reading and math. Academic assistance and enrichment activities will improve student mastery of core standards.</li> </ol>
<p><b>Non-Cognitive Indicators: Minimal Student Growth and Development and Attendance</b></p> <ul style="list-style-type: none"> <li>• 0% of 6<sup>th</sup> grade students have completed the ILP required components (report date 11/7/16)</li> <li>• 47.3% of students are not on track for on-time promotion and/or graduation</li> <li>• Only 15% of total participating students attended the program 30 days or more</li> </ul>	<ol style="list-style-type: none"> <li>1. Completion of ILP components – All 6<sup>th</sup> grade students will complete the Individual Learning Plan (ILP), which assists students in developing a course plan and exploring college and careers.</li> <li>2. Participation in activities focused on growth and development. Students will develop social skills and build confidence and self-esteem. Students will be provided an outlet for self-expression and creativity. Teachers will assist in cultivating student ambition.</li> <li>3. Persistence to Graduation – Students will be on track and on-time for promotion and graduation.</li> <li>4. Improved attendance – Students will participate in 21<sup>st</sup> CCLC activities that will engage students, hence, increasing academic performance.</li> </ol>
<p><b>Low Parental Involvement</b></p> <ul style="list-style-type: none"> <li>• High poverty community with median household income of \$32,255 and 24.1% of individuals leave below the poverty level</li> <li>• Only 74.6% of the population are high school graduates (includes equivalency)</li> <li>• Only 14% participated in family involvement activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Increased parent engagement – Parent involvement is essential for a child's success. Activities will include Spotlight on Students and skill-building events for parents and families.</li> <li>2. Increased parental use of support services - Partners will assist in supporting parents with resources to increase their knowledge and skills.</li> </ol>

1.5 The fiscal agent is a school district.

## Part Two: Quality of Plan

2.1 Cardinal Club is designed with students' needs as the central focus. The following goals, objectives, and outcomes have been identified:

Goals	Objectives	Outcomes
Increase the academic achievement of regularly participating students	To increase by 10% the number of students who demonstrate proficiency in reading, math, and writing by 2022	75.8% of students will demonstrate proficiency in reading; 69.5% in math; and 54.3% in writing on K-PREP.
		69% of 1 <sup>st</sup> grade students and 71% of 2 <sup>nd</sup> grade students will score above the 50 <sup>th</sup> percentile in reading. 79% of 1 <sup>st</sup> grade students and 72% of 2 <sup>nd</sup> grade students will score above the 50 <sup>th</sup> percentile in math.
		An average of 57% of students will score above grade level in reading; 46% in math.

Improve non-cognitive indicators of success in regularly participating students	To increase by 15% the number of students who are on track for on-time promotion and/or graduation	100% of 6 <sup>th</sup> grade students will complete the required components of the ILP. 67.7% of students will be on track for on-time promotion and/or graduation.
Increase the number of students attending the program 30 days or more during the academic year	To increase by 20% the number of students attending the program 30 days or more during the academic year	100 students will attend the program 30 days or more during the academic year.
Increase access to high quality programming	To increase by 5% the total number of students engaged in high quality programming consisting of homework help/tutoring, academic, and enrichment activities	442 students (approximately 47% of eligible students) will engage in high quality programming consisting of homework help/tutoring, academic, and enrichment activities.
Increase access to college/career preparation activities	To increase by 15% the number of students participating in activities focused on college and career preparation	100% of 6 <sup>th</sup> grade students will complete the required components of the ILP. 67.7% of students will be on track for on-time promotion and/or graduation.
Increase educational opportunities for parents and families that support academic achievement	To increase by 20% the number of parents and families engaged in educational opportunities that support academic achievement	34% of parents and families will be engaged in educational opportunities that support academic achievement.

## 2.2 Services and activities that are complementary to the regular school day

instruction play a critical role in the effective operation of our Cardinal Club program.

Clubs and activities are offered based on students' needs and interests, and new choices will be offered as the program progresses and needs change. The following services and activities have been and may be offered to students and their families:

Activity Service	Description
Tutoring	Assistance with skills in specific content area; Intervention through Study Island, Reading Eggs, IXL and specific reading interventions for all students
Homework Help	Homework assistance
Academic Team	Literature, English, Math, Science, Social Studies
Authors Among Us	Writing skills, written communication, creativity, art integration, technology integration
Math Mania (Grades K-2) Distinguished Minds (Grades 3-6)	Math concepts, hands-on activities, real-world application, technology integration
Reading, Inc (Grades K-2) Innovative Readers (Grades 3-6)	Literacy skills such as fluency, reading comprehension, and vocabulary
Lego Architecture	Lego robotics, STEM
Courage/Character Ed	Social and emotional skills, growth and development
Fun and Games	Non-competitive activities, recreational activities, physical activity, social and emotional skills, and movement
Archery	Recreation lifelong skills, build social and emotional skills, math skills
Future Problem Solving	Real-world application, problem solving
Art	Art literacy, history of art, elements of art, visual and performing art, career readiness
Cooking	Career readiness, math
Media/Journalism	Career readiness, writing skills, written communication, technology integration, technology skills
Foreign Language	A variety of foreign languages will be explored – Spanish, Chinese, Sign Language, etc., career readiness

Kentucky Heritage Craft	Crafts and culture of Kentucky
Spotlight on Students	Parents invited to meet with the teachers; students' work is highlighted including students' performances
Family Nights	Literacy and math strategies highlighted throughout student activities
Parent Workshops	Partnership with the Family Resource Center to offer workshops based on parents' needs
Skill-Building Events	Adult education and/or GED completion classes; activities parents can use to assist students with their homework; focused parent classes to strengthen reading and writing skills

Cardinal Club program activities and services specifically support the identified goals, objectives, and outcomes (details in Project Summary, pages vii-viii and in the chart in Section 1.4 on page 7). All activities will be based on student interest and will assist in increasing the number of regularly attending students and increasing access to high quality programming.

**2.3** The table below describes the connections between the program activities/ services and the Kentucky Academic Standards and our identified needs.

Activity/Service	Content Area	Connection
Tutoring	All Content Areas	These areas will improve academic achievement in reading, math, and writing. All students will engage in Tutoring and/or Homework Help to receive assistance/intervention in deficient areas. The other activities provide students instruction and enrichment to reach proficiency in all content areas.
Homework Help	All Content Areas	
Academic Team	All Content Areas	
Authors Among Us	Writing	
Math Mania (K-2)	Math	
Distinguished Minds (3-6)		
Reading, Inc. (K-2)	Reading	
Innovative Readers (3-6)		
Lego Architecture	STEM	
Future Problem Solving	Problem solving, critical thinking, real-world application	Students will be exposed to enrichment opportunities that build on the whole child including social and emotional skills and growth and development. Activities/services include a focus on career readiness.
Courage/Character Ed	Social and emotional skills, growth and development	
Fun and Games	Practical living-recreational skills, non-competitive activities, physical activity, and movement	
Archery	Practical living-recreational skills, math skills	
Art	Art literacy, history, elements, visual and performing, career readiness	
Cooking	Career readiness, math	
Media/Journalism	Career readiness, writing, communication, technology	
Foreign Language	World Languages	
Kentucky Heritage Craft	Kentucky crafts and culture – social studies	
Spotlight on Students	Parent engagement	
Family Nights	Literacy and math	
Parent Workshops	Parents' needs	
Skill-Building Events	Adult Education and/or GED, activities to assist their child with homework, classes to strengthen reading and writing skills	

**2.4** Cardinal Club will improve K-3 reading proficiency through extended learning focused on intervention strategies that address these essential components: phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between reading and writing acquisition and motivation to read. Teachers that have experience with intervention in reading will be targeted for extending services with each student's learning continuum to provide additional instruction on identified reading deficiencies. Additional intervention services will continue to include strategies such as scaffolding, connection to known words, word boxes, and reading words in context. Reading Eggs, Study Island, BrainPop, and IXL provide intervention through the use of technology. Reader's Theatre will allow student to practice fluency through engaging role-playing activities. These supplemental intervention strategies will be used during Cardinal Club to assist in improving student reading achievement and closing gaps.

**2.5** Cardinal Club activities and services effectively enhance student learning and meet the Principles of Effectiveness as follows:

- **Principle 1:** Cardinal club activities are selected based on the identified needs of students and families using the objective data sources identified in the Project Summary (pages vii-viii) and Part One: Need (pages 1-8), and is also based on results from student surveys, family resources parent surveys, The Missing Piece diagnostic (Comprehensive School Improvement Plan) and recommendations from the Cardinal Club Advisory Council.
- **Principle 2:** All objectives (Part Two: Quality of Plan on pages 8-15) are measurable in order to ensure the program is providing high quality academic enrichment opportunities for students and support services for their families. Key performance measures (Project Summary on pages vii-viii) focused on academic achievement, non-cognitive indicators, regular attendance, high quality programming, college/career preparation activities, and family engagement were identified and the program's goals, objectives, and progress will continue to guide implementation.
- **Principle 3:** Cardinal Club will use a variety of scientifically research-based programs and activities which have been shown to improve student academic success, including those which are designed to address and support the Kentucky Academic Standards assessed by the Kentucky state assessment (K-PREP) and the common district assessment (IOWA Assessment), as described on pages 8-15 (Part Two: Quality of Plan). Cardinal Club practices were developed based on recent research findings as referenced in Part One: Need. The technology-based assistance tools (such as Study Island, Reading Eggs, BrainPop, IXL) have been proven effective through valid research.

**2.6** The Cardinal Club program connects activities to student's regular day by utilizing the teachers that teach the core program throughout the day as well as the reading and math interventionists. Our program model is based on the concept of extended learning time in which the program balances the core curriculum with remediation, homework help, and enrichment opportunities. Instruction in both settings will focus on organized lessons and skill demonstrations as well as hands-on activities, project-based learning, and field trips. Both settings will focus on intervention and target specific learning skills focused on the Kentucky Academic Standards. For example, during the school day students who need intervention on the same skill will work in small groups and the Cardinal Club program will assist with that same targeted skill and intervention in Study Island, a research-based technology program that can be tailored to individual student needs. Extending the learning time allows students the opportunities needed for intervention and mastery achievement. Research review details that extended learning time programs are most effective when certified teachers deliver the academic instruction; time is spent on traditional instruction and experiential instruction; and target specific student subgroups (Kidron, Y. and Lindsay, J., 2014). Additional instructional support through the expanded day is critical and provides the academic resources needed for students to achieve at high levels. Supports for students' social and emotional growth and development as well as students' academic motivation are also embedded throughout both settings.

**2.7** Certified teachers who teach the core program throughout the day and reading and math interventionists will continue to provide services through the afterschool program. This will easily allow a clear linkage between Cardinal Club activities and curriculum to school day learning. Teachers and interventionists meet during professional learning communities (PLC's) to collaborate on lesson planning, data analysis, and reflection on the impact of the Cardinal Club program.

**2.8** The chart below clearly connects programs and services to the identified needs of students and families.

Identified Need	Activity/Service	Content Area	Connection
Low Academic Achievement	Tutoring, Homework Help, Academic Team, Authors Among Us, Math Mania, Distinguished Minds, Reading, Inc., Innovative Readers, Lego Architecture, Future Problem Solving	All Content Areas	All students will participate in Tutoring and/or Homework Help to receive assistance/intervention in deficient skill areas. The clubs assist students in reaching proficiency in the areas of need.
Minimal Student Growth and Development	Embedded throughout all activities, Courage/Character Ed, Fun and Games, Archery, Cooking, Media/Journalism, Foreign Language, Kentucky Heritage Craft	Social and Emotional Growth and Development	Students are exposed to social and emotional growth and development and academic motivation through all activities and services.
Low Attendance Rate	All Programming Activities/Services	The Whole Child	By offering high-quality programming and basing program offerings on students' interests, students will want to participate in Cardinal Club activities. Students needing intervention services in reading and math will be targeted for services.
Low Parental Involvement	Family Reading Night and Family Math Nights	Reading and Math	Parents will be more involved and engaged in their child's education and support students in academic achievement.
	Parent Workshops and Skill-Building Events	Adult Education and/or GED completion classes, Technology, reading, math, and writing skills for individuals and for helping their children with homework	

**2.9** As indicated in the chart in 2.8, page 13, multiple activities support a college and career ready culture. Tutoring will focus on intervention and enrichment to assist students with academic skills needed in order to be college and career ready. Through the academic achievement and special interest clubs, students will prepare for college and career readiness with a focus on career education, the 16 career clusters, and career awareness and exploration. Students will expand their knowledge of career studies through their Individualized Learning Plan (ILP). Students are exposed to clubs



such as Future Problem Solving and Distinguished Minds to hone their problem solving skills. Career focused clubs/activities include Archery, Cooking, Art, Media/Journalism, Foreign Language, and Kentucky Heritage Craft. These activities will connect key concepts and skills with potential career opportunities.

**2.10** The Cardinal Club program has built a solid infrastructure through recruiting and retaining certified teachers from within the school. This infrastructure begins with recruiting school staff who possess degrees appropriate to their field of specialization (for example, art, reading specialist, etc.) and needed for programming activities.

Individuals with prior experience in working afterschool programs with the targeted population will be given preference. The school encourages the teachers who are deemed most successful during the school day to extend that success by instructing students in the afterschool program. The program will follow an application process for filling these positions. All teachers will be compensated based on district policy for the time they work in the Cardinal Club program. Since staff satisfaction is a crucial element of retention, the Cardinal Club program is structured as flexibly as possible to provide staff with opportunities for creativity in designing the afterschool offerings.

Teachers enjoy the opportunity to deepen their involvement in certain components of the curriculum through enriched activities as well as the added opportunity for teacher leadership. Volunteers are recruited through PAVE in which participants are required to complete an application process that mandates a criminal background check, signing in and out of the office, and adhering to all school and district guidelines. Student tutors will be recruited through the high school's National Honor Society and will receive community hours for their time.

The principal and lead teacher (with principal approval) will continue to serve as the Site Coordinators for the Cardinal Club program as they play an important role in the identification of student needs, recruiting skilled and qualified staff, and maintaining

effective partnerships. In the event that a new site coordinator must be selected, the 21<sup>st</sup> Century Program Director at the district level and the school principal will interview and select the appropriate individual.

Adequately trained staff is an essential element of a successful program. Our staff will participate in professional development sponsored by our district, the Kentucky Department of Education, and the National Center for Community Education. In addition, Cardinal Club instructional staff will be provided opportunities on a regular basis on topics such as using assessment data to plan instruction, using specific curriculum materials and/or manipulatives, intervention strategies, differentiated instruction, and other topics specific to staff needs and interests. Job-embedded follow-up activities are provided to allow staff to reflect on newly acquired information and collaboratively plan in their instructional roles within the Cardinal Club. Refresher professional development opportunities will also be arranged as required by instructional staff or as deemed necessary by program leadership. Teachers and additional staff in the Cardinal Club program will be CPR certified and trained in school and district emergency policies, procedures, and guidelines. All professional development will adhere to Kentucky's Standards of Professional Development. The timeline for professional development is established in the table below:

<b>Timeline</b>	<b>Type of Professional Development</b>
Earliest possible date	21 <sup>st</sup> CCLC Program Orientation; APlus Data Training
Two weeks before program begins	Confidentiality Training; Using data to design curriculum and activities for after-school; Mentoring Training
Within first 30 days of program	Reading training using research-based programs (as needed); Literacy and Math Design Collaborative Trainings (as needed); School Safety Training; CPR/First Aid
As scheduled	Director's Meeting; Level I orientation trainings; Multi-State Conference; 21 <sup>st</sup> CCLC Statewide or Regional trainings; Summer Learning Training, Part I and II; KDE Logic Model Evaluation Training
Volunteer Orientation/ Training	Annually at beginning of year and as needed

## Part Three: Project Design

### 3.1 Both schools have extensive experience with organizing after-school activities.

Both schools previously operated an Extended School Services (ESS) program and have successfully operated the federally funded Save the Children program. The schools have previously and successfully operated Cardinal Club as a 21<sup>st</sup> Century Community Learning Center. Additional after-school opportunities include extended library time and a full range of athletic teams. In addition, the Family Resource Center conducts numerous community learning events throughout the year.

3.2 The Cardinal Club program will continue to operate the morning program for 45 minutes that will focus on tutoring and homework help and continue after-school programming for four days per week (Monday through Thursday) and two hours and 15 minutes (135 minutes) per day. In the first fifteen minutes of the after-school program, students will partake of a healthy snack. For the next 60 minutes, students will engage in tutoring or homework help. Students will be divided by content to ensure that they are receiving assistance from the most qualified staff member in that area. Students may also go to the computer lab to work with any of the individualized online instruction/assessment programs. The remaining time of 60 minutes will be in intervention or student choice of academic, enrichment, cultural, or physical activities.

Participating students who are considered at high risk may be assigned to an intervention session that provides additional intensive instruction in the problematic area. A maximum of three staff members at each site will work on any one day of the program. A typical, sample schedule is provided below:

Time	Monday	Tuesday	Wednesday	Thursday
45 min	Tutoring/ Homework Help	Tutoring/ Homework Help	Tutoring/ Homework Help	Tutoring/ Homework Help
15 min	Healthy Snack	Healthy Snack	Healthy Snack	Healthy Snack
60 min	Tutoring/ Homework Help	Tutoring/ Homework Help	Tutoring/ Homework Help	Tutoring/ Homework Help
60 min	Intervention or Student Choice	Intervention or Student Choice	Intervention or Student Choice	Intervention or Student Choice

Summer programming will operate for four weeks, five days a week, and six hours per day. Students will be provided free breakfast and lunch for the program. Programming will incorporate structured and student choice activities focused on the education enrichment in the Kentucky Academic Standards and child development and growth. Each day will consist of computer lab time to allow students to work with any of the individualized online instructional/assessment programs. Students will rotate through various activities that include components of academic, enrichment, cultural, and physical sessions. Each week will relate to a common theme and field trips may be scheduled to expand upon and enrich students' learning. A sample summer schedule will allow fifteen minutes for breakfast; twenty-five minutes for lunch; and 260 minutes for a rotation through the computer lab, academic, enrichment, cultural, and physical sessions. These sessions will last fifty-two minutes each and allow for every student to become well rounded. Summer staff is limited to four instructors, two at each site.

Family events will be hosted periodically throughout the year during the evening hours. Family reading and math nights and skill-building events will be held monthly in conjunction with support services, classes, and workshops offered through our partners, our Family Resource Center and Whitley County Adult Education. Cardinal Club will collaborate with partners to provide other events such as Spotlight on Students and Lights On, which highlight students' work and performances.

**3.3** Our board of education and school program is prepared for the continuation of the Cardinal Club program immediately upon notification of approved funding. The following table demonstrates our timeline for seamless implementation:

Timeframe	Activity
Upon Award	Notify co-applicant and partners of award; Notify advisory council; Notify media of award; Assemble staff and volunteers and provide initial required training; Network with partners; Promote continuation of Cardinal Club program services and enroll/register students and parents
July 2017	Assemble staff and provide needed training; Network with partners; Schedule program activities and order needed materials; Promote continuation of Cardinal Club program services
August 2017	Recruit volunteers; Enroll/register students and parents

September 2017	Annual and required trainings; Programming begins; Host parent events including family nights and skill building activities
Ongoing	Evaluating and monitoring program; Professional development as needed; Monthly advisory council meetings; Networking with partners; Marketing and student recruitment

**3.4** Our schools have weekly professional learning communities (PLC's) that focus on individual student performance. Based on classroom grades, MAP data, and common assessment scores, students are identified as *watch* students or *at-risk* students. Those students identified as *at-risk* for failure and those receiving intervention services will be prioritized first for enrollment in our Cardinal Club program. Those students on the *watch* list are then targeted for enrollment. As individual state testing data is released, this data is analyzed and discussed and additional students may be targeted for enrollment. According to last year's data, our greatest needs lie in the areas of reading, math, and writing; our target students will include students demonstrating tremendous need according to lexile and quantile measures, and those scoring novice and apprentice for reading and math intervention. Students showing potential in areas such as art, dance, and other gifted areas will be targeted through teacher recommendation so that they have the opportunity to showcase and further develop their talents.

**3.5** In collaboration with Title 1, the public school district must have a Declaration of Participation Form completed by each private, non-profit school and home school that is physically located in the public district's geographic boundaries. These types of schools (private and home schools) that have students in kindergarten through sixth grade can choose to be notified about participation in the Cardinal Club program. Families that request notification will receive an information packet about Cardinal Club programming through the mail or email. Contact numbers are provided in the packet to ensure that parents/guardians can contact the school with any questions or concerns.

**3.6** Both schools serve as the primary site for the Cardinal Club program and provide for a safe environment at all times. The buildings are handicapped-accessible, and accommodations are provided for students with special needs to ensure that all students have equitable opportunities to benefit from the program. Safety precautions in place during the regular school day will continue to be enforced during Cardinal Club operational hours. The school entrances are monitored at all times by office personnel and entry requires a buzz-in system. Security cameras are located throughout the buildings. Telephones are standard in every classroom, including the gym, library, and computer labs, providing teachers with communication access in emergencies. Only adults providing appropriate identification (detailed on the student enrollment forms) may pick up any child from the program, and they are required to sign them out. All teachers have been trained in emergency, fire and severe weather procedures, and in the school's detailed safety plan. Several of the staff, including lead staff members, have CPR and First Aid certification. Health and safety requirements are met through posted copies of meal and snack menus, which meet USDA guidelines; posted copies of fire and/or tornado drills and procedures; posted evacuation routes; copies of CPR and First Aid Training/Certification of staff on file; and standard operating procedures are in place and are practiced.

**3.7** Our school district requires each school to practice emergency drills each month. The Cardinal Club program will follow the same timeline each month that the program is in session. This means that students will practice emergency drills approximately 8 times throughout the year with the first practice drill in September. Students will practice emergency drills monthly from September to April.

**3.8** Whitley County Central Primary serves as the primary site Cardinal Club for students in grades kindergarten through second grade; Whitley Central Intermediate School serves as the primary site for students in third through sixth grades. The

physical environment of each session is safe and free of health hazards. Ventilation and lighting are adequate in the program space. Written emergency procedures are posted in every classroom and throughout the schools in plain view. Sessions are located so that all teachers and staff have complete access to a fire extinguisher and first-aid kit. Students are supervised at all times by certified staff members.

**3.9** Students participating in Cardinal Club have two options that address transportation. Authorized individuals listed on the 21st CCLC form that were approved by the parents/guardians may pick up their child. Students will also be provided direct transportation.

#### **Part Four: Collaboration and Partnership**

**4.1** The Cardinal Club will coordinate with existing federal, state, and local programs including Title 1, Family Resource Center, Gifted and Talented, School Nutrition, Whitley County Adult Education, and our co-applicant, Whitley County Extension Office in order to provide a comprehensive program. These partners were targeted to assist in the continuation of our program and to oversee of the implementation/review of progress. The role of the partners includes serving on the Cardinal Club Advisory Council and providing input on program improvement.

Cardinal Club was developed through the involvement of a diverse group of staff, administration, parents, and community partners. School staff and administrators identified the needs of students and families from the perspective of academic achievement, enrichment, and social and emotional development. Community representatives determined challenges related to career awareness and responsibilities. This collaboration diagnosed prominent needs of our students and families and action was outlined. The school staff, administrators, and community representatives, along with families and students, will provide feedback through conversation and surveys about the program and suggestions for improvements.

**4.2** Meaningful skill-building events, at least six, will be offered to parents and families of participating students. These activities will be determined by the need of parents/families through the Cardinal Club Advisory Council but may include:

- Adult Education and/or GED classes will be offered through our partner, Whitley County Adult Education.
- Activities parents can use to assist students with their homework will take place in collaboration with Title 1 through our Family Reading and Math Nights that occur once monthly. Stations will be setup to assist parents with strategies focused on the particular concept or standard associated with the family night. Parents will receive take home packets with instruction and lessons and/or manipulatives to assist their child with mastering this concept.
- Workshops that support and strengthen reading, math, and writing skills will be offered in collaboration with our partner, Whitley County Family Resource Center.
- Other workshops determined by parents' needs, which may include parenting, financial planning, technology, etc. will also be offered in collaboration with the family resource center.

**4.3** The 21<sup>st</sup> CCLC Cardinal Club Advisory Council, which also serves as each school's Family Resource Center Council, consists of a diversity of perspectives with representatives from school staff, parents, and co-applicants, students, local agencies, and businesses. The council will meet on a monthly basis for the purpose of reviewing the program's effectiveness, planning for improvement, adjusting the program design as needed, and seeking funding to continue services beyond the grant cycle. All partners are invited to participate in advisory council meetings. Currently, the Cardinal Club Advisory Council consists of the site/data coordinator, Family Resource Center Coordinator, co-applicant representative, teachers, parents, and community partner representatives.

**4.4** Our Cardinal Club represents a strong team of partners who have collaborated with our program in the past. We have curtailed our list to include our strongest partners (See Partner List on page 40 and agreements beginning on page 56) and identified others as collaborators. Our program partners with existing programs within the district and school include Title 1, the Family Resource Center, Gifted and Talented,



and School Nutrition. These partners assist in achieving our desired outcomes with academic achievement, college and career readiness, social and emotional development, and parental involvement. Our program collaborates with Special Education, district instructional coaches, and the curriculum team to ensure high quality programming, success with academic achievement, and awareness of college and career readiness. The services provided include promoting awareness of the program; recruiting and referring students and families; providing training for teachers and volunteers; transporting students; jointly sponsoring family nights and skill-building events; and providing lessons, resources, and speakers. Other community-based organizations that partner with our program are Whitley County Adult Education and our co-applicant, the Whitley County Extension Office. Whitley County Adult Education will assist in the promotion of the program and recruiting parents for adult services. The Whitley County Extension Office will assist in providing high quality programming, improving student academic achievement, advocating for awareness of college and career readiness, and hosting skill-building events for families. These organizations will assist in the promotion of the program for successful recruitment of students and their families and services for adult programming. Our co-applicant along with our partners will share-responsibility for program outcomes, comment on the evaluation, and provide strategies for program improvement.

**4.5** The schools, co-applicant, and partners continue communication about the sustainability of our program. Staffing is the most significant cost of our Cardinal Club program. Volunteers through the local university and our high school's national honor society students will be utilized as much as possible to alleviate the cost. The school will continue to maintain and strengthen existing partnerships and seek to establish new partners with similar interests in meeting community needs. Current partners will continue to contribute in-kind resources to assist in the implementation of our Cardinal

Club program. The schools will seek new partners to contribute donations to the program as well as offer in-kind services. In addition, the schools will rely on existing resources such as the Family Resource Center and Parent Teacher Organization. All avenues for sustaining the program will follow the Kentucky Department of Education guidelines.

Public awareness plays a critical role in the sustainability plan for our program. Continued efforts in establishing an understanding of the program and the benefits to the community will enhance the willingness of community agencies and individuals to support the continuation and sustainability of the program. Media outlets will highlight the impact of the program to demonstrate progress made toward objectives and outcomes and will demonstrate the need for continuing the program to stakeholders and potential partners/donors.

**4.6** The Cardinal Club program will continue to utilize the same advisory council, which also serves as the Family Resource Center Advisory Council. Parents, students, partners, and community representatives are encouraged to participate in all advisory council meetings, which occur monthly. The Cardinal Club Advisory Council will assist in promoting the program, evaluating and monitoring progress toward the goals, and providing feedback.

**4.7** Cardinal Club program staff will collaborate and communicate with families about individual students' needs and progress through a variety of ways. Staff, which consists of teachers at the school, will contact parents by phone and email concerning their children's progress. All students receiving any type of intervention services are notified in writing about individual student needs. Parents also may access student grades through the Infinite Campus Parent Portal and can access the student's individual learning plan (ILP) through the Career Cruising Parental Portal. Parents can discuss

their child's progress during family events such as Spotlight on Students and parent-teacher conferences.

**4.8** A variety of mediums are utilized for disseminating program information, including each school's website. Whitley County's District Ed News has a large monthly distribution and includes recruitment information on the program, as well as ongoing reports of Cardinal Club activities and special interest articles. The district's AlertNow phone notification system will be used to directly contact parents of our students regarding program recruitment and activity information, including activities and services for families. Cardinal Club is promoted through the district-owned and student-operated radio station and the local radio station. Information is circulated through teacher referrals, flyers, and posters in the school and community businesses, PTO meetings, biannual parent conferences, and the annual open house. Where appropriate, informational flyers will be posted with our partners. All promotional materials are developed in the context of the intended audience's needs and are easily understandable and accessible.

**4.9** The Co-Applicant Agreement form is signed and attached (Page 56)

**4.10** Five Partner Agreement forms are signed and attached. (Page 57)

## **Part Five: Program Evaluation**

**5.1** The goals, objectives, and outcomes along with methods for measuring have been established for each of the six areas and are addressed in great detail on the Project Summary (pages vii-viii and Part 2: Need, 2.1 (page 8).

**5.2** Progress toward meeting program objectives is monitored on a continuous basis and is documented through a variety of data sources, both formal and informal. Both qualitative and quantitative data sources are reviewed to determine impact in the areas of student achievement, awareness of college and career readiness, and family engagement. Evaluation of overall program implementation will utilize data from the

Center for Evaluation and Education Policy (CEEP Report) and the quarterly APR reports. The Evaluation Matrix below describes the progress monitoring system, the evaluation tool, and monitoring frequency:

Objective	Monitoring Tool	Monitoring Frequency	Evaluation Tool	Evaluation Frequency
To increase by 10% the number of students who demonstrate proficiency in reading, math, and writing by 2022	MAP	Aug, Dec, Mar	K-PREP School Data	Annually
	AIMSweb	Weekly		
	STAR Reading	Aug, Dec, Mar		
To increase by 15% the number of students who are on track for on-time promotion and/or graduation by 2022	Persistence to Graduation Tool	Monthly	Persistence to Graduation Tool	Annually
To increase by 20% the number of students attending the program 30 days or more during the academic year by 2022	Enrollment and Attendance Records	Monthly	APLUS Reports	As required by KDE and CEEP
To increase by 5% the total number of students engaged in high quality programming consisting of homework help/ tutoring, academic, ad enrichment activities	Enrollment and Attendance Reports	Monthly	APLUS Reports	As required by KDE and CEEP
To increase by 15% the number of students participating in activities focused on college and career preparation by 2022	Enrollment and Attendance Reports	Monthly	APLUS Reports	As required by KDE and CEEP
	ILP Reports	Monthly	ILP Completion Reports	Annually
To increase by 20% the number of parents and families engaged in educational opportunities that support academic achievement by 2022	Family event sign in sheets	Monthly	Sign in sheets and APLUS reports	As required by KDE and CEEP
	Parent Enrollment Forms	Monthly	GED completion	Annually

**5.3** The whole program implementation of our Cardinal Club program will be monitored twice during the school year. Mid-year data is used to evaluate progress

toward goals and objectives. At the end of the year, the Cardinal Club program will be evaluated based on the CEEP report and the quarterly APR reporting periods. This data will be used for evaluation purposes to determine if the goals and objectives are being met and used to address areas for improvement.

Compliance monitoring will follow the schedule below to ensure compliance and identify areas that require additional support and technical assistance:

Grant	Timeline	KDE Review Process	Includes
1 <sup>st</sup> Year	Quarterly	CEEP Quality Visit QRR	<ul style="list-style-type: none"> <li>On-site visit</li> <li>Interviews</li> <li>Program Observation</li> <li>Full MUNIS and QRR</li> </ul>
	6 months	Desk Review	<ul style="list-style-type: none"> <li>Telephone or</li> <li>On-site with observation</li> </ul>
2 <sup>nd</sup> Year	Fall	Compliance Monitoring QRR	<ul style="list-style-type: none"> <li>On-site</li> <li>Program Observation</li> <li>Full MUNIS and QRR</li> </ul>
3 <sup>rd</sup> Year	March	Continuation Process Report due to KDE QRR	<ul style="list-style-type: none"> <li>Determines 4<sup>th</sup> and 5<sup>th</sup> year funding</li> <li>Full MUNIS and QRR</li> </ul>
4 <sup>th</sup> and 5 <sup>th</sup> Year	Quarterly	QRRs DRRs	<ul style="list-style-type: none"> <li>Full MUNIS and QRR</li> <li>Data Report Reviews</li> </ul>

The Cardinal Club Advisory Council will review and discuss mid-year and end-of-year data to evaluate progress toward goals and objectives to determine program effectiveness.

**5.4** The site coordinator and staff meet weekly to discuss individual student progress toward goals and objectives. If students are not making adequate progress, appropriate interventions will be identified and implemented. Students in kindergarten through third grade, who are struggling in reading, may be tested for inclusion in Reading Recovery or CIM small group intervention during the school day and referred for supplemental Cardinal Club services. Additionally, these students who are struggling in math, may be tested for inclusion in AMVR (math intervention program). Staff will collaborate with regular school day teachers and meet with parents to develop a more intensive intervention plan, if needed.

Progress toward established outcomes and performance measures will be reviewed throughout the school year. If a specific measure is not reflecting progress, school staff will review activities and make program adjustments if necessary. The Cardinal Club Advisory Council will provide guidance based on evaluation results.

**5.5** The site/data coordinator will collect all data such as attendance, grades, etc. and record in the Cayen System. Collaboration with partners will enable the data coordinator to gather data related to adult education and family engagement events. Program evaluation results are shared with the principal, program staff, and the Cardinal Club Advisory Council. The site/data coordinator will submit all required evaluation data reports to KDE.

#### **Part Six: Budget**

**6.1** The budget reflects a reasonable cost of the proposed activities in relation to the number of students served. With an estimated 442 students to be served, the annual cost per child is approximately \$385 utilizing both grant and in-kind funds in the first year of the grant. The cost per child of grant funds is \$226.

**6.2** Currently, 21<sup>st</sup> Century dollars are maintained in a separate account assigned a specific MUNIS code assigned to the project. In the event that additional donations and monies are received, the Kentucky Department of Education guidelines will be followed, and separate accounts will be maintained each with a MUNIS code assigned specifically for the project.

All Cardinal Club staff must complete and submit a timesheet that includes the date worked, number of students served, hours and percentage worked, the employee's signature, and the principal's signature. The program director's signature is required for approval and payment. All staff paid with 21<sup>st</sup> Century funds will dedicate 100% of their time and effort on Cardinal Club activities and/or services.

**6.3** The program director is an employee of the school district, serves in the capacity of a district administrator, and has successfully managed the 21<sup>st</sup> Century grant program for the past 5 years. Both sites are located within school buildings.

**6.4** The detailed budget beginning on page 31 itemizes the specific uses of funds including a description of in-kind funds and services for the first three years.

**6.5** The program has allocated sufficient funds to ensure high quality implementation and the accomplishment of the performance measures and expected outcomes. The funds are apportioned to the services provided and estimates are based on previous costs. The program director for Cardinal Club serves in the capacity of a district level administrator. She works closely with the finance department and the chief financial officer to ensure compliance with requirements for supplanting. The program director approves all purchases and timesheet submissions. The finance officer supplies the program director with a MUNIS report monthly in which checks are made by both parties to ensure the verification of expenditures.

#### **Part Seven: Priorities**

**7.1** The schools are not identified as priority schools.

**7.2** The schools are not identified as focus schools.

**7.3** The schools are applying for a joint continuation grant. We have shown improved student achievement in math and reading scores as demonstrated by the APR Center Profile. An average of 54% of students increased their reading/ELA grades from fall to spring or achieved the highest grade possible at both sites. An average of 49% of students increased their math score from fall to spring or achieved the highest grade possible at both sites.

## Bibliography

ASCD. (2015). *The Whole Child: Making the Case for Educating the Whole Child*.

Castro, M., Expositos-Casas, E., Lopez-Martin, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015, February 4). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, 14, 33-46. Retrieved November 5, 2016.

Dervarics, C., & O'Brien, E. (2011, August 30). Back to school: How parent involvement affects student achievement (At a glance). Retrieved November 06, 2016, from <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement>

Kidron, Y., & Lindsay, J. (2014). *The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a Meta-Analytic Review* (Rep. No. REL 2014-015). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia.

Parrett, W., & Budge, K. (2016, June 15). Edutopia. Retrieved November 05, 2016, from <https://www.edutopia.org/blog/high-poverty-schools-promote-student-success-william-parrett-kathleen-budge>



## 21<sup>st</sup> Century Community Learning Centers Budget Summary

Budgeted items are only proposed amounts and subject to final KDE review and approval.

Budget Category	Year One (2017-2018 School Year)		Year Two (2018-2019 School Year)		Year Three (2019-2020 School Year)	
	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)
Personnel School & Summer	\$59,300		\$59,300		\$59,300	
Fringe Benefits	\$11,062		\$11,062		\$11,062	
Travel (program staff)	\$2,598		\$2,598		\$2,598	
Equipment		\$60,437		\$60,437		\$60,437
Supplies/Materials	\$5,463		\$5,463		\$5,463	
Parent/Family Engagement (1%)	\$1,000	\$2,400	\$1,000	\$2,400	\$1,000	\$2,400
Contractual						
Indirect Cost (See page 17)		\$1,500		\$1,500		\$1,500
Summer Programming						
Transportation (School Year, Summer, Field Trips)	\$20,577		\$20,577		\$20,577	
Other (specify)						
Volunteers (\$8.00/hour – in-kind only)		\$5,760		\$5,760		\$5,760
<b>Yearly Totals Grant and In-Kind Funds</b>	<b>\$100,000</b>	<b>\$70,097</b>	<b>\$100,000</b>	<b>\$70,097</b>	<b>\$100,000</b>	<b>\$70,097</b>

*Note: Grants funds cannot be used to purchase facilities or support new construction.*

*Funding in years 4 and 5 are contingent upon successful accomplishment of program goals and objectives and requires completion of a Continuation Progress Report in year 3.*

## Budget Narrative – Year One

Budgeted items are only proposed amounts and subject to KDE final review and approval.

**Note: Please complete a budget narrative for each of the three project years.**

BUDGET CATEGORY	AMOUNT REQUESTED
<b>1. Personnel School Year &amp; Summer</b>	<b>\$ 59,300</b>
<p>The project director's salary is calculated at \$1,500 and is based on the district's Extra Service Pay Scale. The site coordinator's salary is calculated at \$5,000 (\$2,500 x 2 site coordinators) and is based on the district's Extra Service Pay Scale.</p> <p><u>School Year Personnel Costs</u> Based on the operating schedule of 3 hours per day for 120 days for a total of 360 hours. Teacher Salaries - \$43,200 – based on hourly rate of \$20 for a total of 6 instructors – 3 at each site (360 hours x \$20 x 6 instructors)</p> <p><u>Summer Personnel Costs</u> Based on the operating schedule of 6 hours per day, 5 days a week, and 4 weeks Teacher Salaries - \$9,600 – based on hourly rate of \$20 for a total of 4 instructors – 2 at each site (6 hours x 5 days x 4 weeks x \$20 x 4 instructors)</p> <p><u>In-kind Volunteers</u> Estimate 2 tutor volunteers at each site for approximately 90 days for two hours per day - \$5,760 (90 days x 2 hours per day x 4 tutors x \$8)</p>	
<b>2. Fringe Benefits</b>	<b>\$ 11,062</b>
<p>Fringe benefits are calculated as a percentage of the salary charged. Benefit rates are based on the following calculations for teachers: Medicare – 1.45%, KTRS – 16.105%, Unemployment – 0.1%, and Worker's Compensation – 1.0%</p>	
<b>3. Travel (Staff)</b>	<b>\$ 2,598</b>
<p><b>In state</b> – Funds are allocated for program workshops, data training, and state workshops for two project staff. Mileage reimbursements costs are estimated at \$698 (\$.39 per mile, for an average of 358 miles per trip, and an estimated 5 trips). Overnight lodging is estimated at \$2,300 (\$115 per night for two rooms, for an estimated two nights per trip, for 5 trips). Per diem costs are estimated at \$600 (\$30 per day for two people, estimated two days per trip for 5 trips). Total estimation = \$3,598 - \$1000 offered through 21<sup>st</sup> CCLC = \$2,598</p>	
<b>4. Equipment</b>	<b>\$ 0</b>
<p><i>Equipment was purchased with previous grant funds and will continue to be used in the program. The sites supply 3 computer labs outfitted with desktop computers, Smart Boards, document cameras, projectors, and printers at an estimated in-kind value of \$60,437.</i></p>	
<b>5. Supplies/Materials</b>	<b>\$ 5,463</b>

## Budget Narrative – Year One

Budgeted items are only proposed amounts and subject to KDE final review and approval.

**Note: Please complete a budget narrative for each of the three project years.**

BUDGET CATEGORY	AMOUNT REQUESTED
<b>1. Personnel School Year &amp; Summer</b>	<b>\$ 59,300</b>
<p>The project director's salary is calculated at \$1,500 and is based on the district's Extra Service Pay Scale. The site coordinator's salary is calculated at \$5,000 (\$2,500 x 2 site coordinators) and is based on the district's Extra Service Pay Scale.</p> <p><u>School Year Personnel Costs</u> Based on the operating schedule of 3 hours per day for 120 days for a total of 360 hours. Teacher Salaries - \$43,200 – based on hourly rate of \$20 for a total of 6 instructors – 3 at each site (360 hours x \$20 x 6 instructors)</p> <p><u>Summer Personnel Costs</u> Based on the operating schedule of 6 hours per day, 5 days a week, and 4 weeks Teacher Salaries - \$9,600 – based on hourly rate of \$20 for a total of 4 instructors – 2 at each site (6 hours x 5 days x 4 weeks x \$20 x 4 instructors)</p> <p><u>In-kind Volunteers</u> Estimate 2 tutor volunteers at each site for approximately 90 days for two hours per day - \$5,760 (90 days x 2 hours per day x 4 tutors x \$8)</p>	
<b>2. Fringe Benefits</b>	<b>\$ 11,062</b>
<p>Fringe benefits are calculated as a percentage of the salary charged. Benefit rates are based on the following calculations for teachers: Medicare – 1.45%, KTRS – 16.105%, Unemployment – 0.1%, and Worker's Compensation – 1.0%</p>	
<b>3. Travel (Staff)</b>	<b>\$ 2,598</b>
<p><b>In state</b> – Funds are allocated for program workshops, data training, and state workshops for two project staff. Mileage reimbursements costs are estimated at \$698 (\$.39 per mile, for an average of 358 miles per trip, and an estimated 5 trips). Overnight lodging is estimated at \$2,300 (\$115 per night for two rooms, for an estimated two nights per trip, for 5 trips). Per diem costs are estimated at \$600 (\$30 per day for two people, estimated two days per trip for 5 trips). Total estimation = \$3,598 - \$1000 offered through 21<sup>st</sup> CCLC = \$2,598</p>	
<b>4. Equipment</b>	<b>\$ 0</b>
<p><i>Equipment was purchased with previous grant funds and will continue to be used in the program. The sites supply 3 computer labs outfitted with desktop computers, Smart Boards, document cameras, projectors, and printers at an estimated in-kind value of \$60,437.</i></p>	
<b>5. Supplies/Materials</b>	<b>\$ 5,463</b>

**BUDGET PAGE- Continuation Applicant or Expansion Applicant**

<b>Original Award Period (Year One) 2017-2018 School Year  \$100,000 max.</b>	<b>Original Award Period (Year Two) – 2018-2019 School Year  \$100,000 max.</b>	<b>Original Award Period (Year Three) – 2019-2020 School Year  \$100,000 max.</b>	<b>Third Renewal Period (Year Four) – 5% decrease 2020-2021 School Year \$95,000</b>	<b>Fourth Renewal Period (Year Five) – 5% decrease 2021-2022 School Year \$95,000</b>
<b>\$ 100,000</b>	<b>\$ 100,000</b>	<b>\$ 100,000</b>	<b>\$ 95,000</b>	<b>\$ 95,000</b>

## Budget Narrative – Year Two

Budgeted items are only proposed amounts and subject to KDE final review and approval.

**Note: Please complete a budget narrative for each of the three project years.**

BUDGET CATEGORY	AMOUNT REQUESTED
<b>1. Personnel School Year &amp; Summer</b>	<b>\$ 59,300</b>
<p>The project director's salary is calculated at \$1,500 and is based on the district's Extra Service Pay Scale. The site coordinator's salary is calculated at \$5,000 (\$2,500 x 2 site coordinators) and is based on the district's Extra Service Pay Scale.</p> <p><u>School Year Personnel Costs</u> Based on the operating schedule of 3 hours per day for 120 days for a total of 360 hours. Teacher Salaries - \$43,200 – based on hourly rate of \$20 for a total of 6 instructors – 3 at each site (360 hours x \$20 x 6 instructors)</p> <p><u>Summer Personnel Costs</u> Based on the operating schedule of 6 hours per day, 5 days a week, and 4 weeks Teacher Salaries - \$9,600 – based on hourly rate of \$20 for a total of 4 instructors – 2 at each site (6 hours x 5 days x 4 weeks x \$20 x 4 instructors)</p> <p><u>In-kind Volunteers</u> Estimate 2 tutor volunteers at each site for approximately 90 days for two hours per day - \$5,760 (90 days x 2 hours per day x 4 tutors x \$8)</p>	
<b>2. Fringe Benefits</b>	<b>\$ 11,062</b>
<p>Fringe benefits are calculated as a percentage of the salary charged. Benefit rates are based on the following calculations for teachers: Medicare – 1.45%, KTRS – 16.105%, Unemployment – 0.1%, and Worker's Compensation – 1.0%</p>	
<b>3. Travel (Staff)</b>	<b>\$ 2,598</b>
<p>In state – Funds are allocated for program workshops, data training, and state workshops for two project staff. Mileage reimbursements costs are estimated at \$698 (\$.39 per mile, for an average of 358 miles per trip, and an estimated 5 trips). Overnight lodging is estimated at \$2,300 (\$115 per night for two rooms, for an estimated two nights per trip, for 5 trips). Per diem costs are estimated at \$600 (\$30 per day for two people, estimated two days per trip for 5 trips). Total estimation = \$3,598 - \$1000 offered through 21<sup>st</sup> CCLC = \$2,598</p>	
<b>4. Equipment</b>	<b>\$ 0</b>
<p><i>Equipment was purchased with previous grant funds and will continue to be used in the program. The sites supply 3 computer labs outfitted with desktop computers, Smart Boards, document cameras, projectors, and printers at an estimated in-kind value of \$60,437.</i></p>	
<b>5. Supplies/Materials</b>	<b>\$ 5,463</b>

Estimated costs based on program offerings include: Reading Eggs \$2,304 (40% of total cost of \$5,760) Study Island \$541 (40% of total cost of \$1,353) IXL \$1,280 (40% of total cost of \$3,200) BrainPop \$918 (40% of total cost of \$2,295) Integrated Solution (link between Study Island and MAP) \$420 (40% of total cost of \$1,050)	
<b>6. Parent/Family Engagement Activities</b> Six skill-building activities will be offered throughout the year. <i>Title 1 will provide refreshments and stipends for parent involvement through the monthly family reading and math nights at an in-kind value of \$2,400 (8 months @ \$300)</i>	\$ 1,000
<b>7. Contractual</b>	\$ 0
No contractual costs are anticipated.	
<b>8. Indirect</b> (See page 17) <i>The local radio stations and the district radio station will advertise the Cardinal Club programming at an estimated in-kind value of \$1,500.</i>	\$ 0
<b>9. Summer Programming</b> (supplies/materials) <i>Each site will apply for summer money for programming, but will utilize the materials purchased previously and in this grant.</i>	\$ 0
<b>10. Transportation</b> (School Year, Summer, Field Trips) Transportation costs are requested for bus driver salary, fringe, and mileage.	\$ 20,577
Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)	
<b>11. Other (Specify and Itemize)</b>	\$
<b>TOTAL REQUESTED =</b>	<b>\$ 100,000</b>

### **BUDGET PAGE- New Applicants**

#### **PRICE FOR SERVICE:**

The applicant must state a firm, fixed price for services provided for the original award period and a maximum price for services provided for each of the four renewal periods, in accordance with the provisions and requirements of this RFA. Please Note: New Applicants amount requested on first year of the grant will be the amount awarded for year 2 and 3.

Original Award Period (Year One) 2017-2018 School Year	Original Award Period (Year Two) 2018-2019 School Year	Original Award Period (Year Three) 2019-2020 School Year	Continuation Funding (Year Four) 2020-2021 School Year	Continuation Funding (Year Five) 2021-2022 School Year
\$150,000 max	\$150,000 max	\$150,000 max	\$125,000 max	\$100,000 max
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

**BUDGET PAGE- Continuation Applicant or Expansion Applicant**

<b>Original Award Period (Year One) 2017-2018 School Year  \$100,000 max.</b>	<b>Original Award Period (Year Two) – 2018-2019 School Year  \$100,000 max.</b>	<b>Original Award Period (Year Three) – 2019-2020 School Year  \$100,000 max.</b>	<b>Third Renewal Period (Year Four) – 5% decrease 2020-2021 School Year \$95,000</b>	<b>Fourth Renewal Period (Year Five) – 5% decrease 2021-2022 School Year \$95,000</b>
\$ <u>100,000</u>	\$ <u>100,000</u>	\$ <u>100,000</u>	\$ <u>95,000</u>	\$ <u>95,000</u>

## Budget Narrative – Year Three

Budgeted items are only proposed amounts and subject to KDE final review and approval.

*Note: Please complete a budget narrative for each of the three project years.*

BUDGET CATEGORY	AMOUNT REQUESTED
<b>1. Personnel School Year &amp; Summer</b>	<b>\$ 59,300</b>
<p>The project director's salary is calculated at \$1,500 and is based on the district's Extra Service Pay Scale. The site coordinator's salary is calculated at \$5,000 (\$2,500 x 2 site coordinators) and is based on the district's Extra Service Pay Scale.</p> <p><u>School Year Personnel Costs</u> Based on the operating schedule of 3 hours per day for 120 days for a total of 360 hours. Teacher Salaries - \$43,200 – based on hourly rate of \$20 for a total of 6 instructors – 3 at each site (360 hours x \$20 x 6 instructors)</p> <p><u>Summer Personnel Costs</u> Based on the operating schedule of 6 hours per day, 5 days a week, and 4 weeks Teacher Salaries - \$9,600 – based on hourly rate of \$20 for a total of 4 instructors – 2 at each site (6 hours x 5 days x 4 weeks x \$20 x 4 instructors)</p> <p><u>In-kind Volunteers</u> Estimate 2 tutor volunteers at each site for approximately 90 days for two hours per day - \$5,760 (90 days x 2 hours per day x 4 tutors x \$8)</p>	
<b>2. Fringe Benefits</b>	<b>\$ 11,062</b>
<p>Fringe benefits are calculated as a percentage of the salary charged. Benefit rates are based on the following calculations for teachers: Medicare – 1.45%, KTRS – 16.105%, Unemployment – 0.1%, and Worker's Compensation – 1.0%</p>	
<b>3. Travel (Staff)</b>	<b>\$ 2,598</b>
<p><b>In state</b> – Funds are allocated for program workshops, data training, and state workshops for two project staff. Mileage reimbursements costs are estimated at \$698 (\$.39 per mile, for an average of 358 miles per trip, and an estimated 5 trips). Overnight lodging is estimated at \$2,300 (\$115 per night for two rooms, for an estimated two nights per trip, for 5 trips). Per diem costs are estimated at \$600 (\$30 per day for two people, estimated two days per trip for 5 trips). Total estimation = \$3,598 - \$1000 offered through 21<sup>st</sup> CCLC = \$2,598</p>	
<b>4. Equipment</b>	<b>\$ 0</b>
<p><i>Equipment was purchased with previous grant funds and will continue to be used in the program. The sites supply 3 computer labs outfitted with desktop computers, Smart Boards, document cameras, projectors, and printers at an estimated in-kind value of \$60,437.</i></p>	
<b>5. Supplies/Materials</b>	<b>\$ 5,463</b>



Estimated costs based on program offerings include:

Reading Eggs \$2,304 (40% of total cost of \$5,760)

Study Island \$541 (40% of total cost of \$1,353)

IXL \$1,280 (40% of total cost of \$3,200)

BrainPop \$918 (40% of total cost of \$2,295)

Integrated Solution (link between Study Island and MAP) \$420 (40% of total cost of \$1,050)

#### 6. Parent/Family Engagement Activities

Six skill-building activities will be offered throughout the year.

*Title 1 will provide refreshments and stipends for parent involvement through the monthly family reading and math nights at an in-kind value of \$2,400 (8 months @ \$300)*

\$ 1,000

#### 7. Contractual

\$ 0

No contractual costs are anticipated.

#### 8. Indirect (See page 17)

*The local radio stations and the district radio station will advertise the Cardinal Club programming at an estimated in-kind value of \$1,500.*

\$ 0

#### 9. Summer Programming (supplies/materials)

*Each site will apply for summer money for programming, but will utilize the materials purchased previously and in this grant.*

\$ 0

#### 10. Transportation (School Year, Summer, Field Trips)

Transportation costs are requested for bus driver salary, fringe, and mileage.

\$ 20,577

Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)

#### 11. Other (Specify and Itemize)

\$

**TOTAL REQUESTED =**

**\$100,000**

### **BUDGET PAGE- New Applicants**

#### **PRICE FOR SERVICE:**

The applicant must state a firm, fixed price for services provided for the original award period and a maximum price for services provided for each of the four renewal periods, in accordance with the provisions and requirements of this RFA. **Please Note: New Applicants amount requested on first year of the grant will be the amount awarded for year 2 and 3.**

Original Award Period (Year One) 2017-2018 School Year	Original Award Period (Year Two) 2018-2019 School Year	Original Award Period (Year Three) 2019-2020 School Year	Continuation Funding (Year Four) 2020-2021 School Year	Continuation Funding (Year Five) 2021-2022 School Year
\$150,000 max	\$150,000 max	\$150,000 max	\$125,000 max	\$100,000 max
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

**BUDGET PAGE- Continuation Applicant or Expansion Applicant**

<b>Original Award Period (Year One) 2017-2018 School Year  \$100,000 max.</b>	<b>Original Award Period (Year Two) – 2018-2019 School Year  \$100,000 max.</b>	<b>Original Award Period (Year Three) – 2019-2020 School Year  \$100,000 max.</b>	<b>Third Renewal Period (Year Four) – 5% decrease 2020-2021 School Year \$95,000</b>	<b>Fourth Renewal Period (Year Five) – 5% decrease 2021-2022 School Year \$95,000</b>
<u>\$ 100,000</u>	<u>\$ 100,000</u>	<u>\$ 100,000</u>	<u>\$ 95,000</u>	<u>\$ 95,000</u>

---

## Attachment 1: List of Partners

- Whitley County Extension Agency
- Whitley County Adult Education
- Whitley County Gifted and Talented
- Whitley County School Nutrition
- Whitley County Title 1
- Whitley County Central Primary and Intermediate School Family Resource Center

---

## **Attachment 2: Job Descriptions of Key Personnel**

### **Project Director:**

The project director is responsible for ensuring the program's fiscal compliance with federal state laws and regulations. As such, she will monitor expenses for reasonableness, allowability, and allocability in accordance with federal Office of Management and Budget (OMB) Circular requirements. She will review and approve purchase requests and invoice, manage the program's budget, and complete financial reports as required.

### **Site/Data Coordinator:**

The site/data coordinator is responsible for the day-to-day operation of the program including recruiting, hiring, and supervising highly qualified staff; aligning after-school activities with the instruction provided to students during the regular school day; approving activity proposals; and scheduling activities for the after-school program. The site/data coordinator is also expected to promote the use of community resources; identify and recruit community partnerships; and seek additional resources to sustain the program beyond the grant funding cycle. The site/data coordinator is responsible for collecting data for the program's internal evaluation on a regular basis and reporting progress to the project director and advisory council.

---

### **Attachment 3: Equitable Access and Participation Plan**

The Whitley County Board of Education does not discriminate on the basis of gender, race, national origin, color, disability, or age. The district is in compliance with section 427 of the General Education Provisions Act (GEPA). None of the aforementioned issues will serve as barriers to prevent students, parents, teachers, or other program beneficiaries from accessing or participating in the project. The registration form using the program includes a section for individuals to identify any special needs. All appropriate accommodations will be made during after-school activities to ensure equitable access and high levels of success for all involved individuals.

## **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

### **1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

### **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b)

Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal

or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### **3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610:

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will;

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional

Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by Federal, State, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in connection with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

**As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.**

NAME OF APPLICANT

Whitley County Board of Education

PR/AWARD NUMBER AND / OR PROJECT NAME

Whitley County Central Primary and Whitley Central Intermediate School Cardinal Club

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Scott L. Paul, Superintendent

SIGNATURE

*Scott L. Paul*

DATE

*11-11-16*

## Prior Grantee History/Capacity Form

This section should only be completed by agencies who previously have received 21<sup>st</sup> CCLC grant funding. The form should reflect data from the most recent APR Center Profile provided by CEEP.

**Most recent year of 21<sup>st</sup> CCLC grant funding:** 2015-2016

**Grade Level Served:**

☒ Elementary (K-5)    ☐ Middle (6-8)    ☐ High (9-12)    ☐ Adult Family Members

**Year of Most Recent Center Profile:** 2015-2016

Number of **Regular Participants** from most recent year's APR Center Profile: 65

No. of Students participating: 421    30-59 days 40    60-89 days 25    90+ days \_\_\_\_

\*Use data from the most recent CCLC Center Profile report

**Must include a copy of the most recent Center Profile**

**Program Effectiveness:** *Based on data available, describe the prior grant's success in the following areas:*

**Student Improvement (academic, behavioral, social)**

With the implementation of our 21<sup>st</sup> CCLC, our school is classified as a distinguished, progressing school and named a School of Distinction. Our students have shown an increase in academic performance and in enrichment opportunities. Our school has achieved proficiency in all areas of program review and students have shown an increase in social activities within the community. Additionally, students have shown an overall decrease in discipline referrals.

- An average of 94% of regular participants showed an increase, maintained, or were at the highest level in reading grades.
- An average of 83% of regular participants showed an increase, maintained, or were at the highest level in math grades.
- Regular participants showed improved homework completion (average of 68%), improved classroom participation (average of 71%), and improved academically (an average of 81%).

**Program Improvement (objectives met)**

For the 2015 APR year, the following objectives were met:

- Facilitate the social development of participating
- Improve student behavior
- Meet planned hours of operation
- Offer a particular type of activity or service
- Provided a safe and secure environment
- Reach targeted participation in levels in core education
- Reach targeted participation in levels in enrichment

The following objectives were not met, but did progress toward the stated objective:

- Foster community collaboration
- Improve student achievement
- Retain participating students



## Kentucky 21<sup>st</sup> Community Learning Centers Initiative

# 2015-2016 Center Profile

## Whitley County - Cycle 9 - Whitley Co. Central Primary

Total number of students attended	Site	Kentucky 21 <sup>st</sup> CCLC ES Sites
Summer 2015 and School Year 2015-2016*	112	21,470
Academic School Year 2015-2016	73	19,368

**NOTE:** Please refer to Table 1, on the third page of this profile for a description of how a *grade change*, a *high grade*, and a *struggling student* were determined for your site.

2015-2016 Academic School Year Data	ES 2015-2016 Frequencies	ES 2015-2016 Percentages	Kentucky 21 <sup>st</sup> CCLC ES Sites 2015-2016
<b>Academic Year Participation</b>			
Students attending 30+ days	44	60%	51%
Students attending 30-59 days	20	27%	20%
Students attending 60 or more days	24	33%	31%
Regular participants eligible for free/reduced lunch	35	80%	80%
Regular participants eligible for special education services	8	18%	14%
<b>Program Outcomes for Regular Academic Year Participants</b>			
<b>Reading grades reported</b>	<b>n=43</b>	<b>98%</b>	
Students who achieved high reading/ELA grades in the fall and spring	22	51%	21%
Students who increased their reading/ELA grades from the fall to spring	4	9%	29%
Students who decreased their reading/ELA grades from the fall to spring	3	7%	9%
Students who maintained their reading/ELA grades from the fall to spring	14	33%	40%
<b>Math grades reported</b>	<b>n=43</b>	<b>98%</b>	
Students who achieved high math grades in the fall and spring	24	56%	23%
Students who increased their math grades from the fall to spring	1	2%	29%
Students who decreased their math grades from the fall to spring	6	14%	10%
Students who maintained their math grades from the fall to spring	12	28%	38%
<b>Teacher survey reported results</b>			
Students who improved homework completion**	16	57%	83%
Students who improved their classroom participation**	17	53%	80%
Students who improved academically**	21	66%	84%
<b>Program Outcomes for Regular Academic Year Struggling Participants</b>			
<b>Participants struggling in reading in the fall grading period</b>	<b>n=6</b>	<b>14%</b>	
Students who increased their reading/ELA grades from the fall to spring	3	50%	54%
Students who decreased their reading/ELA grades from the fall to spring	0	0%	8%
Students who maintained their reading/ELA grades from the fall to spring	3	50%	39%
<b>Participants struggling in math in the fall grading period</b>	<b>n=1</b>	<b>2%</b>	
Students who increased their math grades from the fall to spring	0	0%	58%
Students who decreased their math grades from the fall to spring	0	0%	6%
Students who maintained their math grades from the fall to spring	1	100%	36%

2015-2016 Academic School Year Program Characteristics		
Program Location (in school or offsite):*** Within a school		
Number of parent/guardian and/or family members who attended activities		20
Number of community partners		5
Number of school day teachers (volunteer)	Fall: 0	Spring: 0
Number of school day teachers (paid)	Fall: 4	Spring: 4
Number of K-3 students receiving reading intervention		95
Number of K-3 intervention students that met benchmark		84
Summer 2015 Programming		
Number of weeks***		4 weeks
Number of students served		60

Academic School Year Activity Types Offered ***			
Academic Activities			
STEM (science, technology, engineering, math)	X	Credit Recovery	
		Homework Help	X
Reading Intervention	X	English Language Learner Support	
Literacy	X	GAP Reduction (Remediation/Acceleration)	
Tutoring		None	
College and Career Readiness Activities			
Career/Job Training for Youth		Individual Learning Plan	
		Career Exploration	
ACT or SAT Prep		None	X
Enrichment Activities			
Life Skills, Gardening, Crafts		Global Learning (languages or international history)	
Visual Arts	X		
Music & Drama	X	Community/Service Learning	
Fitness	X	Mentoring	
Health/Nutrition	X	None	
Adult Activities			
Use of technology	X	Accessing Infinite Campus	
Family Literacy	X	Career/Job Training for Adults	
Assisting with Homework	X	English Language Courses	
Communicating with Teachers	X	None	
Character Education Activities			
Drug Prevention		X	
Counseling		X	
Violence Prevention			
Truancy Prevention			
Youth Leadership			
None			

Please see next page for Center Profile data notes.



## 2015-2016 Center Profile

### Whitley County - Cycle 9 - Whitley Co. Central Intermediate

Total number of students attended	Site	Kentucky 21 <sup>st</sup> CCLC ES Sites
Summer 2015 and School Year 2015-2016*	309	21,470
Academic School Year 2015-2016	298	19,368

**NOTE:** Please refer to Table 1, on the third page of this profile for a description of how a *grade change*, a *high grade*, and a *struggling student* were determined for your site.

2015-2016 Academic School Year Data	ES 2015-2016 Frequencies	ES 2015-2016 Percentages	Kentucky 21 <sup>st</sup> CCLC ES Sites 2015-2016
<b>Academic Year Participation</b>			
Students attending 30+ days	21	7%	51%
Students attending 30-59 days	20	7%	20%
Students attending 60 or more days	1	0%	31%
Regular participants eligible for free/reduced lunch	17	81%	80%
Regular participants eligible for special education services	4	19%	14%
<b>Program Outcomes for Regular Academic Year Participants</b>			
<b>Reading grades reported</b>	<b>n=19</b>	<b>90%</b>	
Students who achieved high reading/ELA grades in the fall and spring	7	37%	21%
Students who increased their reading/ELA grades from the fall to spring	2	11%	29%
Students who decreased their reading/ELA grades from the fall to spring	1	5%	9%
Students who maintained their reading/ELA grades from the fall to spring	9	47%	40%
<b>Math grades reported</b>	<b>n=20</b>	<b>95%</b>	
Students who achieved high math grades in the fall and spring	7	35%	23%
Students who increased their math grades from the fall to spring	1	5%	29%
Students who decreased their math grades from the fall to spring	4	20%	10%
Students who maintained their math grades from the fall to spring	8	40%	38%
<b>Teacher survey reported results</b>			
Students who improved homework completion**	14	78%	83%
Students who improved their classroom participation**	15	88%	80%
Students who improved academically**	18	95%	84%
<b>Program Outcomes for Regular Academic Year Struggling Participants</b>			
<b>Participants struggling in reading in the fall grading period</b>	<b>n=3</b>	<b>16%</b>	
Students who increased their reading/ELA grades from the fall to spring	2	67%	54%
Students who decreased their reading/ELA grades from the fall to spring	0	0%	8%
Students who maintained their reading/ELA grades from the fall to spring	1	33%	39%
<b>Participants struggling in math in the fall grading period</b>	<b>n=3</b>	<b>15%</b>	
Students who increased their math grades from the fall to spring	0	0%	58%
Students who decreased their math grades from the fall to spring	1	33%	6%
Students who maintained their math grades from the fall to spring	2	67%	36%

2015-2016 Academic School Year Program Characteristics		
Program Location (in school or offsite):*** Within a school		
Number of parent/guardian and/or family members who attended activities		62
Number of community partners		21
Number of school day teachers (volunteer)	Fall: 0	Spring: 0
Number of school day teachers (paid)	Fall: 15	Spring: 12
Number of K-3 students receiving reading intervention		39
Number of K-3 intervention students that met benchmark		35
Summer 2015 Programming		
Number of weeks***		4 weeks
Number of students served		64

Academic School Year Activity Types Offered ***			
Academic Activities			
STEM (science, technology, engineering, math)	X	Credit Recovery	
		Homework Help	X
Reading Intervention	X	English Language Learner Support	
Literacy	X	GAP Reduction (Remediation/Acceleration)	X
Tutoring	X	None	
College and Career Readiness Activities			
Career/Job Training for Youth		Individual Learning Plan	
ACT or SAT Prep		Career Exploration	
		None	X
Enrichment Activities			
Life Skills, Gardening, Crafts	X	Global Learning (languages or international history)	X
Visual Arts	X		
Music & Drama	X	Community/Service Learning	
Fitness	X	Mentoring	
Health/Nutrition	X	None	
Adult Activities			
Use of technology		Accessing Infinite Campus	
Family Literacy	X	Career/Job Training for Adults	
Assisting with Homework		English Language Courses	
Communicating with Teachers		None	
Character Education Activities			
Drug Prevention			
Counseling		X	
Violence Prevention			
Truancy Prevention			
Youth Leadership		X	
None			

Please see next page for Center Profile data notes.

## Program Summary and Abstract Part 1

<b>Contact Information:</b> (If RFA is submitted jointly, this page may be copied for additional contact information.)	
Applicant Name (name of school/organization/entity/etc. applying for funds) Whitley Central Primary and Whitley Central Intermediate School	Applicant DUNS# 070809066
"Primary" Contact Person Paula D. Rickett	Title Chief Academic Officer
District or Organization Name (for contact person) Whitley County School District	
Mailing Address (for contact person) 300 Main Street	Phone 606-549-7000 x2046
City, State, and Zip Williamsburg, KY 40769	Fax 606-549-7006
E-mail (for contact person) Paula.rickett@whitley.kyschools.us	

<b>Superintendent Information:</b> (Non-LEAs will need to provide information pertaining to the school the students to be served are attending.) If the RFA is submitted jointly or has more than one superintendent of schools, this page may be copied for additional superintendent information.	
Superintendent Name: Scott L. Paul	District Name: Whitley County School District
Mailing Address 300 Main Street	Phone 606-549-7000 x2011
City, State, and Zip Williamsburg, KY 40769	Fax 606-549-7884

**Site Information:** Complete one box for each site that will provide a 21<sup>st</sup> CCLC program. **No more than two sites**

Site Name Whitley Central Primary
Principal Name: Brandon Anderson
Physical Site Address 520 Boulevard of Champions
City, State, and Zip Williamsburg, KY 40769
Site Contact Person Cindy Shelley
Site Contact Phone 606-549-7060
Site Contact E-mail Cindy.shelley@whitley.kyschools.us
Schools to be Served:  Whitley Central Primary School

Site Name Whitley Central Intermediate School
Principal Name: Susan Brashear
Physical Site Address 2940 North Highway 25W
City, State, and Zip Williamsburg, KY 40769
Site Contact Person Susan Brashear
Site Contact Phone 606-549-8011
Site Contact E-mail Susan.brashear@whitley.kyschools.us
Schools to be Served:  Whitley Central Intermediate School

## Program Summary and Abstract Part 2

- A. **List name of each school to be served** in table below. For each school, answer columns across the table. Font in this chart may be 8 pt.
- B. **Proposed # of students to be served on a regular basis should not be entire school enrollment.**

Specify: • Name of each school  • Urban (U), • Rural (R), or • Suburban (S)	List grade levels of students to be served	Data regarding the school/district attended by the students during the regular school day.					Proposed # of students to be served on a regular basis from the school**
		List site(s) at which the students from this school will be served if other than the school	District Name	School Type	*% Free or Reduced Cost Lunch	*Total school wide enrollment	
School: Whitley Central Primary School  <input type="checkbox"/> U <input checked="" type="checkbox"/> R <input type="checkbox"/> S	K-2		Whitley County	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Private	100%	491	50
School: Whitley Central Intermediate School  <input type="checkbox"/> U <input checked="" type="checkbox"/> R <input type="checkbox"/> S	3-6		Whitley County	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Private	100%	450	50

\* **Must use lunch data as reported to KDE on December 1, 2015**

\*\***Programs must serve a minimum of 25% of the school enrollment or 50 students on a regular basis, whichever is less.**

B. Applicant is (please check one):

- ☒ Public School  
☐ Non-Public School  
☐ Community Based Organization  
☐ Faith Based Organization

C. Who will serve as the fiscal agent? (Specify the name of the school district or the agency/organization.)

Whitley County Board of Education

D. Is the applicant (school district or agency/organization) a previous recipient of other 21<sup>st</sup> CCLC funds? ☒ yes ☐ no

If yes: ☒ Federal ☒ State What date did (or will) award funding conclude: 09 / 2021 (month/year).

September 2021-Whitley County Middle School; September 2020 Oak Grove Elementary, Whitley County High School; September 2019 – Boston/Pleasant View Elementary, Whitley County North Elementary, Whitley County East Elementary; September 2003 – Four school were part of a federal 21<sup>st</sup> CCLC

## SITE SUMMARY AND ABSTRACT Part 1

**Complete the following (pages 73-74) for EACH site. In case of multiple sites, copy page for each site.**

Site Name: Whitley Central Primary School

A. Will site be located in an elementary or secondary school building? ☒ yes ☐ no

If no, where will the program be located (building name and address) and what is its geographic proximity to such a school?

\_\_\_\_\_

If no, why is this site not located in a school building? \_\_\_\_\_

If no, how will students be transported from school to site location? \_\_\_\_\_

B. The proposed number of students to be served daily at the site in a school year is: 118

C. The expected number of regular attendees (30 or more days) is: 50

(Note that the minimum number of regular attendees must be no less than 25% of the school population or 50 attendees, whichever is less.

D. The number of adult family members (of students served) this site is proposing to serve: 30

E. Types of adult services to be provided:

☒ activities promoting parental involvement

☒ GED training

☒ activities promoting family literacy

☒ other, describe: Skill-building activities

F. Complete the following table for school year program operations at this site:

KDE requires that 21<sup>st</sup> CCLC programs offer services a **minimum of 12 hours per week**, with a required schedule of at least (4) four days per week, (3) three to (4) four hours per day when school is in session based on the services offered. The program must begin no less than three weeks after school starts and end no sooner than two weeks prior to school ending and four weeks in the summer.

	Before School (Times of Operation)		Afterschool (Times of Operation)		Grand Total #hours/day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday	7:10 am	7:55 am	2:45 pm	5:00 pm	3
Tuesday	7:10 am	7:55 am	2:45 pm	5:00 pm	3
Wednesday	7:10 am	7:55 am	2:45 pm	5:00 pm	3
Thursday	7:10 am	7:55 am	2:45 pm	5:00 pm	3
Friday					
Saturday					
Sunday					

## SITE SUMMARY AND ABSTRACT Part 2

	Regular School Year	Summer
Total # hours/day	3	6
Total # days/week	4	5
Total # of weeks		
First date of operation	08 / 21 / 2017	05 / 22 / 2018
Last date of operation	04 / 19 / 2018	06 / 16 / 2018

G. Specify beginning and ending time site is in operation other times of the year  
(When school is not in session):

	Summer		Holidays		Breaks		Other, <i>Describe*</i>	
	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	7:30 am	1:30 pm						
Tuesday	7:30 am	1:30 pm						
Wednesday	7:30 am	1:30 pm						
Thursday	7:30 am	1:30 pm						
Friday	7:30 am	1:30 pm						
Saturday								
Sunday								



## SITE SUMMARY AND ABSTRACT Part 1

**Complete the following (pages 73-74) for EACH site. In case of multiple sites, copy page for each site.**

Site Name: Whitley Central Intermediate School

A. Will site be located in an elementary or secondary school building? ☒ yes ☐ no

If no, where will the program be located (building name and address) and what is its geographic proximity to such a school?

\_\_\_\_\_

If no, why is this site not located in a school building? \_\_\_\_\_

If no, how will students be transported from school to site location? \_\_\_\_\_

B. The proposed number of students to be served daily at the site in a school year is: 324

C. The expected number of regular attendees (30 or more days) is: 50

(Note that the minimum number of regular attendees must be no less than 25% of the school population or 50 attendees, whichever is less.

D. The number of adult family members (of students served) this site is proposing to serve: 30

E. Types of adult services to be provided:

☒ activities promoting parental involvement

☒ GED training

☒ activities promoting family literacy

☒ other, describe: Skill-building activities

F. Complete the following table for school year program operations at this site:

KDE requires that 21<sup>st</sup> CCLC programs offer services a **minimum of 12 hours per week**, with a required schedule of at least (4) four days per week, (3) three to (4) four hours per day when school is in session based on the services offered. The program must begin no less than three weeks after school starts and end no sooner than two weeks prior to school ending and four weeks in the summer.

	Before School (Times of Operation)		Afterschool (Times of Operation)		Grand Total #hours/day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday	7:10 am	7:55 am	2:45 pm	5:00 pm	3
Tuesday	7:10 am	7:55 am	2:45 pm	5:00 pm	3
Wednesday	7:10 am	7:55 am	2:45 pm	5:00 pm	3
Thursday	7:10 am	7:55 am	2:45 pm	5:00 pm	3
Friday					
Saturday					
Sunday					

## SITE SUMMARY AND ABSTRACT Part 2

	Regular School Year	Summer
Total # hours/day	3	6
Total # days/week	4	5
Total # of weeks		
First date of operation	08 / 21 / 2017	05 / 22 / 2018
Last date of operation	04 / 19 / 2018	06 / 16 / 2018

G. Specify beginning and ending time site is in operation other times of the year  
(When school is not in session):

	Summer		Holidays		Breaks		Other, <i>Describe*</i>	
	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	7:30 am	1:30 pm						
Tuesday	7:30 am	1:30 pm						
Wednesday	7:30 am	1:30 pm						
Thursday	7:30 am	1:30 pm						
Friday	7:30 am	1:30 pm						
Saturday								
Sunday								

## CO-APPLICANT AGREEMENT

*Whitley County Central Primary and Whitley Central Intermediate Schools  
and  
Whitley County Extension Agency*

Hereby enter into an agreement to enable the applicant, Whitley County Central Primary and Whitley Central Intermediate Schools, and co-applicant, Whitley County Extension Agency, to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

The Whitley County Extension Agency thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. **As the grant Co-Applicant, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:**

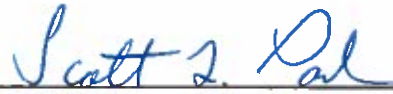
**Co-Applicant Agreement Contribution Table**

Contribution Description	Supports
Promote awareness of program	Recruitment of students and families
Recruit and refer students and families	
Provide space/activities for the program such as 4-H Child/Youth Development; Agriculture & Natural Resources; Family & Consumer Sciences; Fine Arts; and Horticulture	High quality programming Academic enrichment Child development and leadership College/career preparation
Share responsibility for program outcomes and assist with action plan for improvement	Advisory Council
Review and comment on annual 21 <sup>st</sup> CCLC local evaluation for program improvement	
Provide skill-building activities for parents	Family and parent engagement

**It is agreed by both parties that this Co-Applicant Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program.** Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, the Whitley County Extension Agency will be notified immediately to begin the collaboration of services.**

  
\_\_\_\_\_  
Co-Applicant Signature

11-11-16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Applicant Signature

11-11-16  
\_\_\_\_\_  
Date

## PARTNER AGREEMENT

*Whitley County Central Primary and Whitley Central Intermediate Schools  
And  
Whitley County Adult Education and Family Literacy*


Hereby enter into an agreement to enable the applicant, Whitley County Central Primary and Whitley Central Intermediate Schools, and partner, Whitley County Adult Education and Family Literacy, to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

The Whitley County Adult Education and Family Literacy thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:**

**Partner Agreement Contribution Table**

<b>Contribution Description</b>	<b>Supports</b>
Promote awareness of program	Recruitment of students and families
Recruit and refer students and families	
Offer a wide range of instruction to adults such as GED and ACT preparation, computer classes and workplace education	Family and parent engagement
Provide training sessions to assist parents in helping their children with homework	
Share responsibility for program outcomes and assist with action plan for improvement	Advisory Council
Review and comment on annual 21 <sup>st</sup> CCLC local evaluation for program improvement	

**It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, the Whitley County Adult Education and Family Literacy will be notified immediately to begin the collaboration of services.**

  
Partner Signature

11-11-16  
Date

  
Applicant Signature

11-11-16  
Date

## PARTNER AGREEMENT

*Whitley County Central Primary and Whitley Central Intermediate Schools  
And*

*Whitley County Central Primary and Intermediate Schools Family Resource Center*

Hereby enter into an agreement to enable the applicant, Whitley County Central Primary and Whitley Central Intermediate Schools, and partner, Whitley County Central Primary and Intermediate Schools Family Resource Center, to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

The Whitley County Central Primary and Intermediate Schools Family Resource Center thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:**

**Partner Agreement Contribution Table**

Contribution Description	Supports
Promote awareness of program	Recruitment of students and families
Recruit and refer students and families	
Provide information and health and education services for parents	Family and parent engagement
Provide counseling programs and parenting workshops	
Share responsibility for program outcomes and assist with action plan for improvement	Advisory Council
Review and comment on annual 21 <sup>st</sup> CCLC local evaluation for program improvement	

**It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program.** Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, the Whitley County Central Primary and Intermediate Schools Family Resource Center will be notified immediately to begin the collaboration of services.**

Charlotte Barnett  
Partner Signature

11-11-16  
Date

Scott J. Pal  
Applicant Signature

11-11-16  
Date

## PARTNER AGREEMENT

*Whitley County Central Primary and Whitley Central Intermediate Schools  
And  
Whitley County Gifted and Talented*

Hereby enter into an agreement to enable the applicant, Whitley County Central Primary and Whitley Central Intermediate Schools, and partner, Whitley County Gifted and Talented, to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

Whitley County Gifted and Talented thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:**

**Partner Agreement Contribution Table**

Contribution Description	Supports
Promote awareness of program	Recruitment of students and families
Recruit and refer students and families	
Share responsibility for program outcomes and assist with action plan for improvement	Advisory Council
Collaborate with 21 <sup>st</sup> CCLC to provide activities for academic achievement and enrichment activities	High quality programming Academic achievement College/career preparation
Provide partial funding for activity fees and/or transportation expenses related to gifted services for cultural events and field trips	

**It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Whitley County Gifted and Talented will be notified immediately to begin the collaboration of services.**

Ruth Osborne

Partner Signature

11/9/16

Date

Scott L. Pal

Applicant Signature

11-11-16

Date

## PARTNER AGREEMENT

*Whitley County Central Primary and Whitley Central Intermediate Schools  
And  
Whitley County School Nutrition*


Hereby enter into an agreement to enable the applicant, Whitley County Central Primary and Whitley Central Intermediate Schools, and partner, Whitley County School Nutrition, to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).


Whitley County School Nutrition thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:**

**Partner Agreement Contribution Table**


<b>Contribution Description</b>	<b>Supports</b>
Promote awareness of program	Recruitment of students and families
Recruit and refer students and families	
Provide food services through programming	Snack
Share responsibility for program outcomes and review and comment on annual 21 <sup>st</sup> Century Community Learning Centers local evaluation for program improvement	Advisory Council

**It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program.** Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, Whitley County School Nutrition will be notified immediately to begin the collaboration of services.**

  
Partner Signature

  
Date

  
Applicant Signature

  
Date



## PARTNER AGREEMENT

*Whitley County Central Primary and Whitley Central Intermediate Schools  
And  
Whitley County Title 1*

Hereby enter into an agreement to enable the applicant, Whitley County Central Primary and Whitley Central Intermediate Schools, and partner, Whitley County Title 1, to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

Whitley County Title 1 thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:**

**Partner Agreement Contribution Table**

Contribution Description	Supports
Promote awareness of program	Recruitment of students and families
Recruit and refer students and families	
Sponsor professional development activities for staff	High quality programming
Provide technical assistance in the areas of assessment and technology	
Share responsibility for program outcomes and assist with action plan for improvement	Advisory Council

**It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Whitley County Title 1 will be notified immediately to begin the collaboration of services.**



Partner Signature

11-11-16

Date



Applicant Signature

11-11-16

Date